Acct 2050 Introduction to Financial Reporting  
(Sec 001, 020-022); 4 cr; A-F only; prereq Completion of 30 credits; meets DELM req of classroom  
Instructor: STAFF  
Description: This course introduces the topic of financial accounting for U.S. organizations. The purpose of financial accounting is to provide information to owners of the firm and other interested parties to serve as the basis for making decisions about that firm. The student who successfully completes this class will be able to read and understand U.S. financial statements. This course is unusual in that it covers material in one semester that is more commonly covered in two quarter courses or one and a half semester courses. The cost to the student is obvious, this course moves quickly and you must be willing to put in extra time and effort in order to take advantage of this saving. These costs are offset by the benefit of getting a lot of education for your time and tuition dollar. Also, packing your introductory accounting into one semester frees up time and credit hours that can be used on elective courses.  
Class time: 80% lecture, 20% Problem working sessions.  
Work load: 100 pages of reading per week, 3 exams, Course project-analyze a set of financial statements. Course also has a speaker series requirement. Three Fridays (12pm - 1pm) during semester  
Grade: 30% mid-semester exam(s), 50% final exam, 10% special projects, 10% problem solving, 0% 2 mid-term exams, final exam, and course project. Problem solving and quizzes included in some sections.  
Exam format: Problem solving, multiple choice, short essay and true/false.  

Acct 5102 Intermediate Accounting II  
(Sec 001, 020); 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 Acct 5102.  
Class time: 100% lecture  
Work load: 30 pages of reading per week, 15 pages of writing per semester, 4 exams, 2 papers, homework problems--8 hours/wk  
Grade: 47% mid-semester exam(s), 25% final exam, 19% written reports/papers, 9%  
Exam format: Open-ended questions 85%; essays 10-15%; 4-6 questions per exam; exams are long and run the full class period.
AEM 4495 Problems in Dynamics and Control
(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Topics of current interest. Individual projects with consent of faculty sponsor.

AEM 4595 Problems in Mechanics and Materials
(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Topics of current interest. Individual projects with consent of faculty sponsor.

Aerospace Studies
3 Armory: 612/624-2884

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

Air 3401 National Security Policy
(Sec 001, 002); 3 cr; A-F only; meets DELM req of classroom
Instructor: STAFF
Description: AS400 examines the national security process, regional studies, advanced leadership ethics, Air Force doctrine, and military justice. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A Leadership Laboratory complements this course by providing advanced leadership experiences, giving the students the opportunity to apply the leadership and management principles of this course. Target audience is first semester meet juniors.
Class time: 50% lecture, 30% discussion, 20% student briefings.
Work load: 70 pages of reading per week, 2 exams, 3 papers, 2 oral presentations. Exam format: essay, short answer, matching.
Class time: 50% lecture, 30% Discussion, 20% student briefings
Work load: 70 pages of reading per week, 6 pages of writing per semester, 2 exams, 3 papers, 2 oral presentations.
Grade: 25% mid-semester exam(s), 25% final exam, 30% written reports/papers, 20% in-class presentations
Exam format: essay, short answer, matching.

Afro-American Studies

Afro 1009 History of Women in Africa: 1500 to the Present
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Coifman, Victoria Bomba
Description: This course examines the histories of women on African Frontiers, 1500 to present. We study women in relations with their families, with other African and non-African people. Our focus is upon women of the borders of the Sahel-Savanna, the Savanna-Forest, within the country of Morocco, and women of the Swahili Coast and of the Atlantic Coast frontiers.

Afro 1021 Introduction to Africa
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Coifman, Victoria Bomba
Description: This course is an introduction to the people of the African continent and incorporates fascinating findings from geography, archaeology, history, literature, economics and politics. A highlight of the semester is our participation in the US World Food Day Conference in October. The class actively participates in the televised events of the day and students especialy enjoy this segment of our work. The course provides solid background information about the continent's past and present and gives the context for understanding the serious issues facing Africans today - in areas of government, education, poverty, health and disease, environment, international relations. While learning basic and theoretical information, we are preparing for practical activities in the future. African peoples have faced increasing changes in the last 500 years. The African "Diaporas" began centuries ago, but brought Africans and their descendants to new lives on all the continents and newcomers are adding to the diversity of this State even now. In Africa itself, long distance contacts and trade in commodities and the periods of the Trans-Saharan and Atlantic slave trade (16th to 19th centuries) and the Indian Ocean slave trade, were followed by the era of European colonial rule from the late 19th century to the early 1960s (for most of Africa).
Class time: 50% lecture, 5% Closed Circuit TV, 30% Discussion, 15% These bring visuals and new perspectives to our understanding of a lively continent.
Work load: 45 pages of reading per week, 5-10 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% special projects
Exam format: short identifications and essay - there are choices in all parts of the exam to allow for factual information and students' experiences and creativity.

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

Afro 3072 Racism: Social and Psychological Consequences for Black Americans
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets
Afro 3405 The African American Child
Instructor: Barner, Pearl
Description: The purpose of this course is to enhance the students’ understanding of the phenomenon of racism, particularly its impact on African-Americans. Readings, lectures, and discussion will be employed to help students expand their knowledge of the historical and cultural underpinnings of the concept of racism and its various forms and consequences. Experiential activities are added to further the understanding of racism. The psychological impact of racism on African Americans and non-African Americans (especially Whites) will also be explored. Experiential activities are added to further the understanding of racism.

Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, Class presentation
Grade: 20% mid-semester exam(s), 40% final exam, 13% written reports/papers, 13% in-class presentations, 13% class participation
Exam format: Multiple choice and essay

Afro 3431 Early Africa and Its Global Connections
Instructor: Foreman, Gayle P
Description: The African American Child course will explore specific research conducted by African American psychologists, behavioral and social scientists and child development experts, and we will examine their findings as they relate to the important task of assisting African American children to develop emotionally healthy and psychologically secure lives in a culturally diverse society.

Class time: 65% lecture, 25% Discussion, 10% Film
Work load: 150 pages of reading per week, 3 short papers, 1 research paper, 4 or 5 short quizzes
Grade: 10% quizzes, 0% 20% each on short essays; 30% on research paper

Afro 3592W Introduction to Black Women Writers in the United States
Instructor: Fletcher, Pamela Renea
Description: In this literature and writing intensive course, we will read poetry, prose, and drama written by North American Black women from diverse backgrounds, who give meaning to the varied and common experiences of Black females living in a white and mail-dominated culture. In the Black cultural and literary traditions of truth-telling, they unabashedly express a variety of historical, cultural, and contemporary perspectives about the complex intersection of socially constructed gender, socially constructed race, socially constructed sexuality, and socioeconomic class in black women’s lives. In doing so, these writers offer us important lessons about courage, creativity, faith, hope, and perseverance, empowering us readers through their literary examples to achieve and live a more enriched, informed life.

Class time: 70% lecture, 30% Discussion
Work load: 80 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers
Grade: 35% mid-semester exam(s), 25% final exam, 15% written reports/papers, 25% class participation
Exam format: Essay and Identification

Afro 3591W Introduction to African American Literature
Instructor: Wright, John Samuel !!!Morse Alumni Award!!
Description: African Americans are “America’s metaphor,” Richard Wright conjured, posing both a riddle and a riff. He hinted that we might find in the shadows of American literary life our brightest mirrors, & thereby see ourselves, and the paradoxes/potentialities of our national experience, through the world of words and images conjured up over the past two centuries by African American writers. From its own vantage point in American cultural space & time, the African American literary imagination has tended to see life as a succession of trials, oppositions, and contradictions. Passions run wild. Logic, beauty, and justice have been inverted or overthrown here, and black heroes/heroines wear masks in order to reveal themselves, learn in order to defy their teachers, sin in order to be sanctified, act old when young, are freed in order to be re-enslaved, become invisible in order to be seen, hate in order to love, kill in order to create, and die in order to live. This course takes us from the earliest African American literary works—18th & 19th century slave autobiographies, folklore, abolitionist essays and orations and poems—to 20th century literature marked by startling diversity and modernist innovation, by growing critical acclaim, and by politico-aesthetic movements such as the Jazz Age Harlem Renaissance and Black Arts Movement of the 1960s.

Class time: 50% lecture, 40% Discussion, 15% Presentations
Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 40% final exam, 13% written reports/papers, 13% in-class presentations, 13% class participation
Exam format: Multiple choice and essay

Afro 5450 The African American Child
Instructor: Foreman, Gayle P
Description: The African American Child course will explore specific research conducted by African American psychologists, behavioral and social scientists and child development experts, and we will examine their findings as they relate to the important task of assisting African American children to develop emotionally healthy and psychologically secure lives in a culturally diverse society.

Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, Class presentation
Grade: 20% mid-semester exam(s), 40% final exam, 13% written reports/papers, 13% in-class presentations, 13% class participation
Exam format: Multiple choice and essay
AFEE 1001 Introduction to Agricultural Education and Extension
(Sec 001); 1 cr; meets DELM req of interactive TV
Instructor: Joerger, Richard M
Description: Through the use of teacher-directed and learner-centered instructional strategies, learners will examine the framework of agricultural education with a special emphasis on the nature of the programs, career opportunities, and the qualifications and preparation requirements of future agricultural educators. This course is designed primarily for undergraduate students interested in exploring career opportunities in the field of Agricultural Education. Student outcomes include the ability to: (a) select appropriate strategies for learning that reflect a personal learning preference; (b) describe the nature of teaching and learning; (c) demonstrate personal interest and commitment to pursing a career in agricultural education; (d) discuss the major legislative and historical events in the history of career and technical education; (e) develop a personal undergraduate program of study by selecting and planning a program of study within an appropriate emphasis area; (f) articulate a clear understanding of the nature, history, and philosophies that support agricultural education; (g) strengthen appreciation of the types and value of using alternate forms of instructional media and aids; (h) discuss the service areas within the field of career and technology education; and (i) discuss the purposes and general activities of the professional organizations within agricultural education.
Class time: 100% Discussion
Work load: 10 pages of reading per week, 2 exams, 1 papers
Grade: 0% varies by semester
Exam format: multiple choice, matching, essay

AFEE 5111W Agricultural Education: Methods of Teaching
(Sec 001); 1 cr; meets CLE req of Writing Intensive; meets DELM req of interactive TV
Instructor: Greiman, Brad
Description: The goal of this course is to provide an overview of instructional strategies utilized by agricultural education instructors in secondary schools, and by adult educators in agricultural businesses, organizations, and government agencies. This course will examine the teaching and learning process, and is intended to assist agricultural education undergraduate students in developing effective teaching skills. Students will learn techniques necessary for designing instruction, motivating learners, leading the educational process, and managing the learning environment. The problem-solving approach to teaching is stressed for a major portion of the course and students have the opportunity to practice the delivery of instruction in a performance-based format.
Class time: 40% lecture, 30% Discussion, 30% Group and individual activities
Work load: resource reading, resume, informational interview, portfolio, discussion
Exam format: Prepare and present a portfolio

AFI 5993 The African American Novel
(Sec 001); Credit will not be granted if credit has been received for: ENGL 5993, ENGL 5993, ENGL 5993; 3 cr; meets DELM req of classroom
Instructor: Wright, John Samuel!!Morse Alumni Award!!
Description: Since the convergence of romanticism and literary abolitionism in the 1850s, African American writers have discovered strategic uses for the modern novel – making it both an ethical abolitionism in the 1850s, African American writers have discovered a committed literature rooted in the view that the images and ideas of the novel are potential weapons in the struggle for social justice and social transformation. Yet an ever present counter-current of comedies, satires, historical fables, and speculative fictions developed by African American novelists express their indebtedness also to philosophical and folk traditions that view literature as a healing ritualistic exploration of human possibility and the transmundane of alter world and worldviews.
Class time: 60% lecture, 10% Closed Circuit TV, 20% Discussion, 10% quizzes; To complement lectures, during regular class meetings we will rely periodically on filmed interviews or documentaries, as well as on a variety of informal small groups to help focus your attention on the texts and concepts at hand.
Grade: 45% written reports/papers, 20% quizzes, 5% class participation

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

Agriculture, Food, and Environmental Education
325 Vocational & Technical Educ Bldg: 612/624-2221

Agr 3000 Directed Studies in International Agriculture
(Sec 001); 1-4 cr; max crs 8, 3 repeats allowed; A-F only; prereq instr consent; meets DELM req of independent study; meets DELM req of classroom
Instructor: STAFF
Description: Oral presentations and discussions of students' research papers, literature review of selected topics, and discussions with students and staff about their experiences in international agriculture. Typically for COAFES undergrads, but is open to anyone. Requires faculty approval to register.
Class time: 100% Discussion
Work load: amount of work and nature of projects negotiated with faculty
Grade: 0% 80-90% written reports or papers; 10-20% presentations

This information is accurate as of: 4/6/2005 at 11:38 AM
American Indian Studies

2 Scott Hall: 612/624-1338

Agri 3100H Honors Experience
(Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; A-F only; prereq: Approval proposal by COAFES honors program committee; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: The Honors Experience is a required portion of the College of Agriculture Honors program. Individuals work with a faculty mentor and define an Honors Experience to be completed. Registration is limited to College of Agriculture Honors Students. Students must have prior approval from the Honors Committee. The approval requires submitting an Honors Experience proposal to the Honors Committee.
Class time: 50% lecture, 50% Discussion
Exam format: Essay.

Amlin 1001 American Indian Peoples in the United States
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Martinez, David
Description: This course will introduce students to the historical, cultural, and political topics defining American Indian Studies today. By looking at a variety of tribal nations currently inhabiting the continental United States, students will gain an appreciation for the diversity that exists between American Indians, as well as the complexity of the issues before them. As a necessity, this course will take a multidisciplinary approach to its equally multifaceted subject. In the end, students will understand why American Indian communities regard themselves as sovereign, on the one hand, and an integral part of American society, on the other.
Class time: 70% lecture, 20% Closed Circuit TV, 10% Discussion
Work load: 100 pages of reading per week, 3 exams, 1 papers, A 2-page extra credit assignment will be available to students.
Grade: 45% mid-semester exam(s), 45% final exam, 10% class participation
Exam format: 50 short answer questions

Amlin 1001 American Indian Peoples in the United States
(Sec 008); 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.

Amlin 1003 Indigenous Peoples: a Minnesota Perspective
(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: 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

Amlin 1101 Beginning Ojibwe I
(Sec 001); 5 cr; meets DELM req of classroom
Instructor: Jones, Dennis
Description: Acquisition of Speaking Skills, fundamentals of grammar and writing systems. This course is taught as a beginning level class and no previous experience is needed. The skills of listening and speaking in the Ojibwe language are emphasized with daily oral drills as the basic content of the class. The final exam is an oral speech that is delivered based on the classroom drills.
Class time: 100% Discussion
Work load: 2 exams, 1 papers, oral classroom participation
Grade: 10% written reports/papers, 40% quizzes, 40% class participation, 10% attendance
Exam format: Essay; questions and answers in Ojibwe

Amlin 1121 Beginning Dakota I
(Sec 001); 5 cr; meets DELM req of classroom
Instructor: STAFF
Description: The basics of the Dakota language with emphasis on spoken Dakota (reading and written knowledge of the language being secondary). Focus is on the "D" dialect of the Dakota (Sioux). Language topics to be covered include history and culture.

Amlin 3103 Intermediate Ojibwe I
(Sec 001); 2 cr; prerequisite: 1101, 1102; meets DELM req of classroom
Instructor: Jones, Dennis
Description: Improving speaking skills, grammatical stuctures, storytelling, oral history and translation projects.
Class time: 100% Discussion
Grade: 10% mid-semester exam(s), 20% final exam, 40% quizzes, 30% class participation
Exam format: essay

Amlin 3123 Intermediate Dakota I
(Sec 001); 5 cr; prerequisite: 1122; meets DELM req of classroom
Instructor: STAFF
Description: Further study of the Dakota language with emphasis on spoken Dakota.

Amlin 3201W American Indian Literature
(Sec 001, 002); 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 culture of Euroamerica? This course invites you to think about this question and this writing, even if you never have before. In class discussions we will examine how 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
Work load: 150 pages of reading per week, 40 pages of writing per semester, 2 papers
Grade: 80% written reports/papers, 20% class participation

Amin 3303W American Indian Aesthetics
(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Martinez, David
Description: This course examines two aspects of American Indian creative traditions. First, we will examine the way in which "art" is an integral part of everyday activities and sacred practices among tribal communities by discussing some specific examples. Secondly, we will examine the ways in which contemporary American Indian artists have experimented with "non-traditional" media and styles to create works that reflect the more complex world in which modern American Indians live. Both aspects will be treated for the ideas and values that they express.

Class time: 45% lecture, 10% Closed Circuit TV, 45% Discussion
Work load: 100 pages of reading per week, 10-12 pages of writing per semester, 1 papers
Grade: 80% written reports/papers, 10% class participation
Exam format: No exam; research paper

Amin 3301 American Indian Philosophies
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: STAFF
Description: The purpose of this course is to introduce students to the philosophical thought and spiritual beliefs of native peoples of North America. Students will examine a broad spectrum of issues which influence the worldview of native people on this continent, including European contact and thought. Students may find some of the issues to be controversial and personally challenging, however, a thorough discussion of the impact of European influences is important to understanding native people's resistance and survival. Finally, students will also explore the ways in which native philosophy and spiritual practices shape native life experience in a society viewed by many native people as being at odds with their beliefs.

Class time: 60% lecture, 20% Discussion, 20% Group work
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 33% mid-semester exam(s), 33% final exam, 17% written reports/papers, 17% class participation
Exam format: The exams will be a take home essay.

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.

Grade: 10% final exam, 35% written reports/papers, 10% special projects, 30% quizzes, 10% in-class presentations, 5% class participation
Exam format: essay

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: Miller, Carol A !!Morse Alumni Award; Outstanding Service Award!!
Description: This course examines representations of American Indians in film, both historically and contemporarily. We will explore not only what such representations assert about Native experience and cultural viability, but also what they reflect about particular relationships of power. In what ways, for example, have images of Indians in the movies served the interests of the "nation" in "playing Indian" - interests often at odds with those of Native people themselves? And at what points and in what ways have Indian people asserted their own authority in controlling their own images and cultural values? We will first focus on issues of representation in early mainstream movies of the Hollywood film industry and in more ethnographic "documentaries."
As soon as possible, we will move on to examples of both independent and industry-financed movies and videos that reflect the results of American Indian creativity and control. This course will be web enhanced.

Class time: 25% lecture, 25% Discussion, 50% Viewing of films and videos
Work load: 100 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 5 papers
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 5% class participation, 15% in class exercises and group work
Exam format: Essay

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
Work load: 100 pages of reading per week, 20 pages of writing per semester, 1 exams, 4 papers
Grade: 20% final exam, 40% written reports/papers, 40% quizzes
Exam format: Multiple choice; true/false; and matching

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, Wahpeton, 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
In this course we will focus on changing cultural patterns surrounding Indian Removal policy in the 1830s, and extending into the present-day struggles of Indian nations to control their own destinies, this course serves as an introduction to American Indian history from 1830 to the present. Touching on such themes such as cultural resistance and and political resurgence in the face of U.S. colonialism, we will focus on the interface between the development of Federal Indian policy and American Indian resistance to U.S. initiatives as a unifying theme, and we will also consider major shifts in the nature of American Indian sovereignty into the present. This course stresses the integrity and adaptability of American Indian societies, and the centrality of ever-emergent American Indian identity to the experiences of Indian people. Particular topics include: Indian Removal and the concept of Indian Territory; Sovereignty: What does it mean? Encounters, east and west; Reservation Life; Pan-Indianism; John Collier and the Indian New Deal; the Indian Claims Commission; Termination and Relocation; Self-Determination and Indian Activism. Readings are designed to complement course session, and include documents, a monograph, a novel, and compiled oral histories of Indian peoples.

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

**Exam format:** Essay

### American Sign Language

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

**ASL 1701 American Sign Language I**  
(Sec 001-011); 4 cr; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** A study of the fundamentals of American Sign Language: Introduction to learning and understanding American Sign Language, cultural values and rules of behavior of the deaf community in the United States. Includes receptive and expressive readiness activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, and deaf culture.

**ASL 1702 American Sign Language II**  
(Sec 001-008); 4 cr; prereq 1701 or instr consent; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** Continuation of the study of the fundamentals of American Sign Language: Increased communication skill in American Sign Language, cultural values and behavioral rules of the deaf community in the U.S., receptive and expressive, sign vocabulary, grammatical structure, receptive and expressive finger spelling and aspects of deaf culture. (SP-ASL 1701 or instructor approval)

**ASL 3703 American Sign Language III**  
(Sec 001-008); 4 cr; prereq 1702 or instr consent; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** Expanded instruction of American Sign Language receptive and expressive activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, narrative skills, cultural behaviors, and aspects of deaf culture. Abstract and conversational approach. (SP-ASL 1702 or instructor approval)

**ASL 3704 American Sign Language IV**  
(Sec 001-005); 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.

### American Studies

**American Studies**  
**104 Scott Hall: 612/624-4190**

**AmSt 1001 American Popular Arts and Public Life, 1900-1940**  
(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets 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:** Noble, David W !!CLA Distinguished Tchg Awd; Morse Alumni Award!!  
**Description:** In this course we will focus on changing cultural patterns in the United States from the 1890s to the 1940s. We will analyze the
unequal relationships between the several cultural groups living in the United States during this half century. We will consider, therefore, patterns of class, gender, region, race and ethnicity. We will also explore how these various peoples expressed themselves in popular culture and the arts of high culture as well as in politics and economics. You will read two novels that express the drama—the conflicts, contradictions, frustration, and fulfillments—of these years. It is well to remember that drama is characteristic of human experience and that we will find conflicts expressed in books we are reading, including Gary Okihiro’s “Common Ground,” Melvin Ely’s “The Adventures of Amos ‘N Andy,” E.L. Doctorow’s “Ragtime,” Sinclair Lewis’ “Main Street,” and Angela Davis’ “Blue Legacies and Black Feminism.”

Class time: 67% lecture, 33% Discussion
Work load: 65-100 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers, 4 two-page reaction papers
Grade: 30% final exam, 25% written reports/papers, 20% lab work, 25% longer written project, 4-6 pages
Exam format: short answer and essay

AmSt 1001 American Popular Arts and Public Life, 1900-1940
(Sec 010); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: STAFF
Description: This course is the interdisciplinary study of American society from pre-contact to industrialization. American literature, art, music, and popular culture in historical context. Class time, work load, grading and exam format to be determined by the instructor. The course will utilize film, music and literature to illustrate the major historical themes. The focus of each section varies with the instructor's expertise.

AmSt 1401 Comparative Genders and Sexualities
(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: STAFF
Description: This course is designed to study gender and sexual practices/identities within a cross-cultural and comparative framework. The course will engage students on how such practices/identities are culturally constructed in different local, national, regional, and transnational contexts. The course will emphasize examining diverse gender and sexual practices, identities, and communities within the broader context of globalization, including immigration to the U.S. Students will be exposed to a range of academic and personal essays, ethnographies, literature, films, and videos about gender and sexuality in different geographic and cultural contexts. This cross-cultural learning will help students to better understand and appreciate cultural diversity around the world, as well as the gender and sexual diversity that is part of the histories and cultures of people who immigrate to the U.S.
Class time: 60% lecture, 40% Discussion
Work load: 60-80 pages of reading per week, 12-16 pages of writing per semester, 1 exams, 2 papers, reading journal maintained throughout semester
Grade: 40% final exam, 40% written reports/papers, 20% class participation, 0% Participation includes journal
Exam format: take home essay

AmSt 3111 American Cultures and the Arts
(Sec 001, 002); 3 cr; meets DELM req of classroom
Instructor: STAFF
Description: This course explores the relationships between American cultures and artistic production through study of the works and lives of selected artists. How American societies and cultures shape, and are shaped by, artistic forms and expressions. Class time, workload, grading and exam format are determined by the instructor. The focus of each section varies with the instructor's expertise. Some recent examples are: Children’s Culture and Gender in 20th Century U.S., Mark Twain’s Novels and the American Culture of 1850 through 1900, and American Spaces: Architecture and Landscapes.

This information is accurate as of: 4/6/2006 at 11:38 AM

AmSt 313W America's Diverse Cultures
(Sec 001-003); 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: STAFF
Description: This course explores diverse cultural (racial, ethnic, class) groups in America. Institutions/processes that shape their relations and create domination, resistance, hybridity, nationalism, and racism. These topics will be examined by exploring facets of the popular and high arts, literature and/or memoirs. Class time, workload, grading and exam format are determined by instructors. The focus of each section varies with the instructor’s expertise. Some recent examples are: 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, From Rambo and Oliver Stone to French colonialism and the “decent interval,” -- Vietnam war as history and popular culture.

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 Perspective Theme; meets DELM req of classroom
Instructor: May, Elaine Tyler !!CLA Dean's Medal!!
Description: This course will examine the way the United States, politically and culturally, has developed as a world power since World War II. Focusing largely on the Cold War and its legacy, the course will examine the impact of the United States abroad as well as the impact of other cultures and societies on the United States.

AmSt 3252W American Popular Culture and Politics: 1900 to 1940
(Sec 001); 4 cr; 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: STAFF
Description: Historical analysis of how popular arts represent issues of gender, race, consumerism, and citizenship. How popular artists define boundaries of citizenship and public life: inclusions/exclusions in polity and national identity. How popular arts reinforce/alter political ideologies. This course explores the meaning of citizenship in the United States as the nation underwent dramatic transformations from 1900-1940. Native-born European Americans confronted the mass migration of European Americans from South to North, urbanization and movements for social transformation such as Suffrage and the labor movement challenged and reshaped the nation. At the same time, a whole range of new technologies--trains and radios for example--and brought Americans into closer contact. In the first half of the twentieth century powerful distinctions of race and ethnicity were dividing Americans.Class time, workload, grading and exam format are determined by instructors. The focus of each section varies with the instructor's expertise.

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: STAFF
Description: Historical analysis of how popular arts represent issues of gender, race, consumerism, and citizenship. How popular artists define boundaries of citizenship and public life: inclusions/exclusions in polity and national identity. How popular arts reinforce/alter political ideologies. Class time, workload, grading and exam format are determined by instructor. The focus of each instructor varies with the instructor’s expertise. Recent emphasis includes: Why film stars like Ronald Reagan and “Arnold” have become powerful political figures
AmSt 3302W Jewish Women in the United States
(Sec 001); 3 cr; prereq AmSt sr or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: The instructor for this course has not been determined. This course builds on the classic and contemporary works and problems, and the development of American Studies studied in the junior seminar. Each student will focus on a problem related to a representative theme, figure, or period in American Studies discussed in the junior seminar. Students will research and write their senior theses. Class time, workload, grading, and exam format will be determined by the instructor.

AmSt 3632W Jewish Women in the United States
(Sec 001); Credit will not be granted if credit has been received for: WOST 3403, WOST 3403W, JWST 3632, JWST 3632W; 3 cr; 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: Ponce de Leon, F. Abel
Description: Jewish women came to the United States over the past three centuries as immigrants and religious outsiders from most of the world. How they became Americans, reshaped Judaism, and challenged ideas about what an American woman was are key themes of the class. In understanding this process, students will learn how class, race, sexuality, religion and gender interact in different historical periods. Key themes include: immigration, acculturation, work and the labor movement, politics, family and sexuality and Judaism and women. Students will read historical, literary and autobiographical works in addition to primary sources, as well as viewing films.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 exams, 3 papers
Grade: 40% final exam, 60% written reports/papers

AmSt 3920 Topics in American Studies
(Sec 001); 2-4 cr; max crs 8; prereq jr or sr; meets DELM req of classroom
Instructor: STAFF
Description: The Wal-Mart Effect: Corporate Restructuring, Globalization, and the Transformation of American Life: This course is an introduction to recent trends in the post-industrial U.S. economy and the changing role of U.S. corporations in shaping how we live and work. It examines the social, economic and historical transformation of corporations in the past fifty years that made Wal-Mart the center of controversy in the United States and abroad. It will address critical issues of the "new economy" referring to how it has become both more corporate and globalized, and how it affects the lives of Americans as citizens, consumers, workers, and professionals. Particular attention is paid to the ways that new forms of corporate behavior and the global economy affect Americans lives as consumers, workers, and citizens, especially the role of the world's largest corporation Wal-Mart. Topics will include the rise of consumer culture and mass retailing, low wage jobs, 21st century capitalism, among others.
Class time: 50% lecture, 30% Discussion, 20% Work load: 30 pages of reading per week, 3 exams, 10 short homework assignments
Grade: 40% mid-semester exam(s), 20% final exam, 40% written reports/papers
Exam format: Short answer/true and false/multiple choice

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 4101 Gender, Sexuality, and Politics in America
(Sec 001); 3 cr; A-F only; 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: STAFF
Description: The Instructor for this course is not yet determined. This course considers ways public and private life intersect through the issues of gender, sexuality, family, politics, and public life; ways in which racial, ethnic, and class divisions have been manifest in the political ideologies affecting private life. Class time, workload, grading and exam format are determined by instructor. The focus of each instructor varies with the instructor's expertise. The most recent emphasis of this course was Women of Color Feminism and Queer of Color Critique.

Animal Science
305 Haecker Hall: 612/624-2722
AnSc 1001 Orientation to Animal Science
(Sec 001); 1 cr; S-N only; meets DELM req of classroom
Instructor: Ponce de Leon, F. Abel
Description: Discussion of the AnSc Pre-Vet major, current issues, career planning, and professional development. Interviews with faculty and other resource persons.

AnSc 1011 Domestic Animals and Society
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Seykora, Anthony James
Description: This course addresses contemporary issues that are impacting animal agriculture. Major issues include the safety, nutritional value and health related issues of animal products in the human diet; animal behavior, welfare, and rights; organic vs. conventionally produced food; genetically enhanced foods; and the changing, industrialized structure of the livestock industry. The main focus is on livestock species, but care, management, and welfare of companion animals and wildlife are also a part of the course. Guest speakers from the livestock/food industries and animal welfare groups are an integral part of the course.
Class time: 70% lecture, 30% Discussion
Work load: 30 pages of reading per week, 3 exams, 10 short homework assignments
Grade: 40% mid-semester exam(s), 20% final exam, 40% written reports/papers
Exam format: Short answer/true and false/multiple choice

AnSc 2011 Dairy Cattle Judging
(Sec 001); 2 cr; prereq instr consent; meets DELM req of conference/workshop
Instructor: Hansen, Leslie Bennett!!COAFES Distinguished Tchg Awd; Morse Alumni Award!!
Description: Evaluation of dairy cows and heifers on the basis of physical appearance. Training in oral justifications of placings of classes of animals. Field trips to many dairy farms in Minnesota, Iowa, and Wisconsin to evaluate dairy animals. Most students enrolling in this course have interest in participating in the Intercollegiate Dairy Cattle Judging Teams program. No previous dairy cattle judging experience is required, but is highly recommended.
Class time: 100% Laboratory
Grade: 0% Placings of classes and oral justification of placings.
AnSc 3201 Systemic Physiology
(Sec 001); 4 cr; prereq Biol 1009 or equiv; meets DELM req of classroom
Instructor: Wheaton, Jonathan E
Description: The course is team-taught and covers the major physiological systems of the body. Lectures are presented under the following topics: the nervous system, respiration, blood, cardiovascular, renal, endocrinology and reproduction. Five examinations are given, each covering approximately 20% of the material. There is no comprehensive final examination. Examinations are multiple choice, fill-in-the blank, or short answer. Five pop-quizzes also are given during the semester. Collective points gained from examinations comprise 80% of the final grade. The remaining 20% of the final grade comes from laboratory reports. Ten laboratories are conducted during the semester. Various demonstrations and experiments are used to further explain lecture material.
Class time: 80% lecture, 20% Laboratory
Work load: 20 pages of reading per week, 5 exams
Grade: 64% mid-semester exam(s), 16% quizzes, 20% lab work
Exam format: Multiple choice

AnSc 2401 Animal Nutrition
(Sec 001); 3 cr; prereq BioC 1012 or Chem 2301; meets DELM req of classroom
Instructor: Stern, Marshall D!!COAFES Distinguished Tchg Awd!!
Description: Introduction to the principles of animal nutrition discussed on a comparative species basis including classification and function of the various nutrients (carbohydrates, protein, lipids, minerals and vitamins); use of nutrients for body maintenance, growth, egg production, gestation, and lactation; comparative study of the digestive systems of farm animal species; nutrient requirements and allowances for farm animals. The course is targeted for undergraduates seeking an understanding of how feedstuffs are combined to meet the nutrient needs of animals and appreciate the practical application of nutrition to farm animals species.
Class time: 100% lecture
Work load: 25 pages of reading per week, 5 exams
Grade: 100% 5 EXAMS, WITH EACH EXAM WORTH 20% OF THE GRADE.
Course URL: http://www.ardilla.umn.edu/ansc2401/

AnSc 3052 Equine Anatomy and Exercise Physiology
(Sec 001); 4 cr; prereq 2301, upper-div undergrad; meets DELM req of classroom
Instructor: Malazdrewich, Christie
Description: This course is designed to provide upper level undergraduate students with a detailed scientific exploration of equine anatomy and exercise physiology. It will focus on the interrelationship between physical structure and function, emphasizing the ways in which specialized aspects of its anatomy and physiology contribute to the unique athletic performance capabilities of the horse. The course will examine the adaptive responses of the muscular, skeletal, cardiovascular, and respiratory systems to physical training programs. The biomechanics of equine locomotion will be reviewed, and the principles of detection and localization of lameness will be introduced. Students will also be introduced to a variety of physical therapies used to treat injuries and maintain the performance of sport horses. Homework assignments are designed to encourage students to develop the analytical skills necessary to critically evaluate the scientific, technical, and commercial literature relating to equine anatomy, exercise physiology and physical therapy. Please note that this course will not address reproductive anatomy and physiology, as this will be the subject of a separate course available in spring semester 2005.
Class time: 40% lecture, 20% Discussion, 40% Laboratory
Grade: 20% mid-semester exam(s), 20% final exam, 15% written reports/papers, 10% quizzes, 10% in-class presentations, 15% lab work, 10% problem solving

AnSc 3221 Animal Breeding
(Sec 001); 4 cr; meets DELM req of classroom
This information is accurate as of: 4/6/2005 at 11:38 AM

Instructor: Seykora, Anthony James
Description: This course is the application of qualitative and quantitative genetic principals to animal breeding. Topics include Mendelian genetics, computation of genetic values from an individual’s own performance and relatives, selection indexes, inbreeding and relationships, crossbreeding and development of a breeding program. The laboratory portion of the course is held in the computer lab. Computer simulation programs enhance the learning experience of the students.
Class time: 60% lecture, 15% Discussion, 25% Laboratory
Work load: 30 pages of reading per week, 3 exams
Grade: 30% mid-semester exam(s), 15% final exam, 15% special projects, 15% quizzes, 25% problem solving
Exam format: true-false, multiple choice, problem solving

AnSc 3305 Reproductive Biology in Health and Disease
(Sec 001); 4 cr; prereq Biol 1009 or equiv; meets DELM req of classroom
Instructor: Mauro, Laura Jeanne
Description: This course is intended to provide students with an understanding of the basic principles of reproductive physiology emphasizing mammalian species. An introduction to the "chemical messengers" of reproduction—their synthesis, mechanism of action and regulation—will provide a foundation for a detailed study of topics, such as sexual differentiation, the functioning of the female and male reproductive systems, the physiology of pregnancy and birth, and reproductive senescence. These topics will be expanded to incorporate unique aspects of reproduction in domestic and wild animals and humans, along with relevant examples of the pathophysiology of reproductive diseases. The students will also be introduced to the current science and issues of applied reproductive biotechnologies. This course is targeted for undergraduate majors, pre-professionals and non-majors who want a better understanding of the basic and applied concepts of reproduction in animals and humans.
Class time: 75% lecture, 10% Discussion, 15% Laboratory
Work load: 3 exams, 1 papers, plus lab assignments
Exam format: Combination of short answer and multiple choice

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

Anthropology
395 HHH^{ct}: 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
ABus 4032 Quantitative Skills for Decision Making  
(Sec 001); 3 cr; A-F only; prereq College algebra, college statistics, at least 45 cr; meets DELM req of partially internet based  
Instructor: STAFF  
Description: Methods for analyzing and using quantitative information to support problem solving and decision making in business. Exploratory data analysis, visual display of data and basic mathematical and statistical techniques for analysis will be studied and applied. Introduction to decision theory and decision modeling will be provided. Problems which can be formally modeled and solved through application of various operations research techniques will be presented so students appreciate how mathematical techniques are used to support problem solving and decision making in organizations.

ABus 4104 Management and Human Resource Practices  
(Sec 001); 3 cr; A-F only; prereq At least 45 cr; meets DELM req of internet delivered  
Instructor: STAFF  
Description: Introduces students to a broad overview of human resource practices in organizations as well as basic responsibilities of front line managers. Emphasis is on providing day-to-day leadership including organizing work, motivating employees, and delegating, coordinating and achieving results. Human resource practices carried out at the front line include selection induction and training of new employees, employee appraisal, handling grievances and discipline.

ABus 4993 Directed Study  
(Sec 001-005); 1-3 cr; max crs 6; prereq BAS student in applied business, instr consent, dept consent; meets DELM req of independent study  
Instructor: STAFF  
Description: Specially arranged projects, trips, or field work. Primarily for B.A.S. students in the Applied Business program or other B.A.S. majors. Non-B.A.S. students must have academic adviser approval and meet course prerequisites. [See B.A.S. Web site at www.cse.umn.edu/bas for additional course information.]

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: May involve project in the student's employing organization; project in an organization providing an internship; integration of projects drawn from previous coursework; or development of a business plan for a new venture or expansion of an existing business. Students meet in scheduled class sessions on limited basis.

Applied Economics

ApEc 1001 Orientation to Applied Economics  
(Sec 001); 1 cr; A-F only; meets DELM req of classroom  
Instructor: Cooper, Gary M  
Description: Introduction to the curriculum offerings, liberal education requirements, employment opportunities and the faculty in the Department of Applied Economics. This is a required one-credit course for all undergraduates majoring in Agricultural and Food Business Management or in Applied Economics. Emphasis will be placed on the historical development of the discipline, the areas of specialization, course work expectations and career planning (e.g., student self-assessment and analysis of interests, skills and abilities; discussion of opportunities in the field--study abroad experiences summer jobs, and internships).  
Class time: 65% lecture, 35% Discussion  
Work load: 25 pages of reading per week. There will be two in-class quizzes  
Grade: 25% special projects, 60% quizzes, 15% class attendance  
Exam format: The two quizzes will be multiple choice, short answer and choice of short essay.

ApEc 1101 Principles of Microeconomics  
(Sec 001, 005); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom  
Instructor: Liu, Donald J.  
Description: Economics is the study of choices made under conditions of scarcity and is divided into two major subject matter areas: micro and macro economics. This course, Principles of Microeconomics, is concerned mainly with the economic decisions of individual consumers and producers and how they interact under various market and regulatory environments. The major emphasis in the course will be on economic concepts and their applications to current economic issues and day-to-day business operations.

Class time: 60% lecture, 40% Discussion  
Work load: 20 pages of reading per week, 3 exams, daily quizzes, weekly homework assignments  
Grade: 25% mid-semester exam(s), 25% final exam, 15% quizzes, 25% Second midterm; 10% Homework assignments  
Exam format: Multiple choice, short answer problem solving, graphical analysis

ApEc 1251 Principles of Accounting  
(Sec 001); 3 cr; prereq 30 cr; not recommended for premajors in AgFoodBus majors; meets DELM req of classroom  
Instructor: Nefstead, Ward Elliot  
Description: Fundamentals of business accounting; basic finance concepts; use of accounting data for income tax and managerial decision making. The following student learning objectives are included: 1) the student will be able to demonstrate an understanding of accounting from a user/consumer point of view; 2) the student will be able to perform the basic activities associated with accounting; 3) the student will be able to describe and contrast various accounting systems; 4) the student will be able to demonstrate proficiency in the analysis/interpretation of financial statements; 5) the student will be able to demonstrate the ability to work with actual case studies or analyze the relevance of accounting.

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

Work load: 15 pages of reading per week, 4 exams, 1 papers

Grade: 40% mid-semester exam(s), 20% final exam, 20% special projects, 20% class participation

Exam format: Multiple choice

ApEc 1905 Topics: Freshman Seminar: The Ordinary Business of Life  
(Sec 001); 2 cr; max crs 3, 1 repeat allowed; A-F only; prereq Fr; meets DELM req of classroom  
Instructor: Cooper, Gary M  
Description: ApEc 1905: The "Ordinary Business of Life" - Issues in
Business, Government, and Macroeconomics. The world of economics is sometimes referred to as the study of the ordinary business of life. In this course we will discover, reflect on, and teach ourselves about a selected group of topics in the fields of business management and economics. The seminar will be “chunked” out into four unique parts. While the first quarter of our meetings will be on business and economic history to provide context (the "Economic Revolution", the historic thinkers of the discipline, the Federal Reserve System, and the role of government in the economy), the second and third quarters of class will analyze "macro" issues related to the domestic and world economies (economic growth, the New Economy, globalization, and international trade). The last quarter of our time together will be "micro" related. We will explore and discuss the field of business ethics and read and solve The Fatal Equilibrium, a mystery novel that highlights several basic economic principles. Students with academic and career interests in business management, economics, global studies, political science, and history will find this seminar to "prime the pump" for further study in advanced-level course work. Although not an official prerequisite, students will find this seminar complements the content of ApEc or Econ 1101 (Principles of Microeconomics).

Course description:

Instructor: Apland, Jeffrey

Description: This course focuses on the application of microeconomic theory to managerial problems. Lectures, readings, problem sets, lab sessions, case studies, and discussions integrate theory and applications. Topics include: an introduction to regression analysis, demand analysis and demand function estimation, cost function estimation, resource allocation decisions, linear programming, market structure, pricing policy, risk analysis, and capital budgeting. This course is the second in a sequence that beings with ApEc 3001, Consumers and Markets.

Course information:

Course title: ApEc 3002 Applied Microeconomics: Managerial Economics

Course number: 3002

Credit: 3 cr

Corequisites: [3001 or Econ 3101], [OMS 1550 or Stat 3011]

Syllabus: 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 sessions, case studies, and discussions integrate theory and applications. Topics include: an introduction to regression analysis, demand analysis and demand function estimation, cost function estimation, resource allocation decisions, linear programming, market structure, pricing policy, risk analysis, and capital budgeting. This course is the second in a sequence that beings with ApEc 3001, Consumers and Markets.

Course title: ApEc 3003 Applied Microeconomics: Policy, Trade, and Development

Course number: 3003

Credit: 3 cr

Corequisites: [1101 or Econ 1101], [1102 or Econ 1102]; 3006 recommended; meets CLE req of International Perspectives

Syllabus: meets DELM req of classroom

Instructor: Senauer, Benjamin H

Description: This course will cover a range of topics on economic development: how trade has grown over recent centuries, the particular role of trade in agriculture, and concerns over globalization and the welfare of developing countries. Part II will consider what economists theorize about international trade--how we know about trade and development. We will consider traditional theories of trade and the roles of comparative advantage, resource endowments, and factor mobility as well as more contemporary aspects involving economies of scale and imperfect competition. Part III of the course will discuss the trade policy instruments and institutions that make trade and development happen: the private financial sector, the International Monetary Fund, World Bank, World Trade Organization, and World Intellectual Property Organization. Part IV will consider how the international movement of capital, technical change, and location affect trade and development.

Course information:

Course title: ApEc 3004 Applied Microeconomics: Consumer Behavior

Course number: 3004

Credit: 3 cr

Corequisites: [3001 or Econ 3101]; Credit will not be granted if credit has been received for: ECON 3102, ECON 3112, ECON 3120H; 3 cr; prereq 3001 or concurrent enrollment 3001 or Econ 3101 or concurrent enrollment Econ 3101; meets DELM req of classroom

Instructor: Liu, Donald J.

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

Course information:

Course title: ApEc 3005 Applied Microeconomics: History, Institutions, and Policy

Course number: 3005

Credit: 3 cr

Corequisites: [1101 or Econ 1101], [OMS 1550 or Stat 3011]; meets DELM req of classroom

Instructor: Pardey, Philip Gordon

Description: This is an undergraduate course in trade and economic development addressed in four main parts. Part I will lay out what we know about international trade and its role in the process of economic development: how trade has grown over recent centuries, the particular role of trade in agriculture, and concerns over globalization and the welfare of developing countries. Part II will consider what economists theorize about international trade--how we know about trade and development. We will consider traditional theories of trade and the roles of comparative advantage, resource endowments, and factor mobility as well as more contemporary aspects involving economies of scale and imperfect competition. Part III of the course will discuss the trade policy instruments and institutions that make trade and development happen: the private financial sector, the International Monetary Fund, World Bank, World Trade Organization, and World Intellectual Property Organization. Part IV will consider how the international movement of capital, technical change, and location affect trade and development.

Course information:

Course title: ApEc 3006 Applied Macroeconomics: Government and the Economy

Course number: 3006

Credit: 3 cr

Corequisites: [1101 or Econ 1101], [1102 or Econ 1102]; 3006 recommended; meets CLE req of International Perspectives

Syllabus: meets DELM req of classroom

Instructor: Smith, Rodney B

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

Course information:
quizzes, 5% in-class presentations, 10% class participation

Exam format: Multiple choice and essay

ApEc 3411 Commodity Marketing
(Sec 001); 3 cr; prereq 1101 or Econ 1101; meets DELM req of classroom
Instructor: Buhr, Brian Lee
Description: This course exposes the student to the economic concepts related to marketing agricultural commodities. The course examines the conditions of competitive markets, historical perspectives on market institutions and policy, structural characteristics of agricultural commodity sectors, and policies and regulations affecting agricultural marketing of livestock, crop and dairy products. It is intended to serve as a precursor to ApEc 4481: Futures and Options Markets. A key component of the course is learning concepts of price and market analysis. Students will collect data and analyze price changes for a chosen commodity. These tools are commonly used by commodity traders, commodity policy analysis and economists in general.
Class time: 80% lecture, 20% Discussion
Work load: 25 pages of reading per week, 20 pages of writing per semester, 2 exams, Bi-weekly project summaries are paper component
Grade: 20% mid-semester exam(s), 30% final exam, 20% written reports/papers, 10% class participation, 20% problem solving
Exam format: Multiple Choice, True/False and short problem solving and answer
Course URL: http://www.webct.umn.edu

ApEc 3501 Agribusiness Finance
(Sec 001); Credit will not be granted if credit has been received for: FINA 3001, FINA 3001, FINA 3001, FINA 3001, FINA 3000, FINA 3000; 3 cr; prereq [(1251 or Acct 2050), 60 cr] or instr consent; meets DELM req of classroom
Instructor: Pederson, Glenn Darwin
Description: Topics include: analysis of financial statements and performance of agribusiness firms; evaluation of capital investment projects, selection of financial structure, risk management, and introduction to financial markets and credit institutions. Teaching is primarily accomplished through lecture, class discussion, problem solving exercises and computer labs. Text and course supplementary notes are the primary reference materials. A standard introductory business finance text is used. Supplementary notes were developed by the instructor to assist students in note-taking and working problems.
Class time: 60% lecture, 20% Discussion, 20% Laboratory
Work load: 30 pages of reading per week, 3 exams
Grade: 30% final exam, 30% quizzes, 10% class participation, 30% lab work
Exam format: Multiple choice, problems, and essays.
Course URL: http://apecon.agri.umn.edu/faculty/gpederso

ApEc 3991 Independent Study in Applied Economics
(Sec 001); 1-4 cr; max hrs 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 hrs 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.

ApEc 5031 Methods of Economic Data Analysis
(Sec 001); 3 cr; prereq Math 1271, Stat 5021, knowledge of matrix algebra; meets DELM req of classroom
Instructor: McCullough, Gerard John
Description: A basic course in statistical and econometrics techniques for applied economics. Theory and application of the multivariate regression model using data sets from published economic studies. Emphasis on the use of statistical technique to understand market behavior.
Class time: 70% lecture, 30% Discussion
Work load: 30 pages of reading per week, 2 exams, 6 problem sets
Grade: 30% mid-semester exam(s), 40% final exam, 30% problem solving
Exam format: problems

ApEc 5151 Applied Microeconomics: Firm and Household
(Sec 001); prereq 3001 or Math 1271 or Math 2243 or equiv or grad student or instr consent; meets DELM req of classroom
Instructor: Coggins, Jay Steven
Description: Quantitative techniques for analysis of economic problems of firm and household. Links between quantitative tools and economic analysis developed to understand economic theory and develop research skills. Quantitative tools include regression analysis and mathematical programming. Primarily for MS students, should be taken concurrently with Econ 5151.
Class time: 70% lecture, 15% Discussion, 15% Laboratory
Work load: 2 exams, 3-4 written assignments
Grade: 15% mid-semester exam(s), 45% final exam, 40% problem solving
Exam format: Essay/problems

ApEc 5651 Economics of Natural Resource and Environmental Policy
(Sec 001); 3 cr; prereq [(3001 or Econ 3101), (4611 or Econ 3611 or NRES 3261W)] or instr consent; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Easter, K William
Description: The course emphasizes the use of natural resources over time, natural resource scarcity or adequacy, environmental quality and mechanisms for pollution control and their implications for public policy. It will also include study of the use of economic analysis and benefit cost analysis in natural resource and environmental quality decisions made both by the public and private sectors. This course is designed to service two groups: (1) seniors and graduate students in Applied Economics, Public Affairs, Geography, Natural Resources, etc., for whom it is a terminal course, and (2) Applied Economics or Economics students who plan to take ApEc 6601 and/or 8602. The course is organized around two lectures per week. However, discussion and questions are encouraged. Readings will be assigned that are on reserve.
Class time: 85% lecture, 15% Discussion
Work load: 60 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 35% mid-semester exam(s), 35% final exam, 20% written reports/papers, 10% problem solving
Exam format: Short essay
Course URL: http://www.apec.umn.edu/faculty/weaster

ApEc 5751 Global Trade and Policy
(Sec 001); 3 cr; prereq 3001 or Econ 3101 or PA 5021; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Zeitouni PhD, Naomi
Description: The purpose of this class is to give you an analytical framework that can be used to study international trade. Countries around the world trade goods and services, and factors of production move across their borders every day. The models studied in this class give insight into the reasons and consequences of these flows. Furthermore, it is well known that trade restrictions are common in the world. The theory of international trade also used to study the effects of these restrictions on the different countries of the world.
Arab 1101 Beginning Arabic
(Sec 001, 002); 5 cr; meets DELM req of classroom
Instructor: Khalek, Hisham A
Description: Arabic 1101 is the first in a sequence of courses aimed at reading, speaking, listening, and writing formal Arabic, also known as Modern Standard Arabic. The four language skills of reading, listening, writing, and speaking will be utilized and practiced. The class begins with learning the Alphabet and proceeds into learning basic grammar and its applicability in daily conversations, reading elementary level Arabic, and writing simple sentences. Listening drills and exercises are applied and practiced in class and in the language lab by listening and watching audio and video materials. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The texts used are the Alif Baa and Al-Kitaab, Part One. Both by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.
Class time: 40% lecture, 10% Closed Circuit TV, 40% Discussion, 10% Culture
Work load: 10 pages of reading per week, 2 exams, 6 quizzes and homework assignments
Grade: 20% mid-semester exam(s), 30% final exam, 20% quizzes, 10% class participation, 20% Homework
Exam format: Multiple choice and fill in the blank

Arab 3036 Islam: Religion and Culture
(Sec 001); Credit will not be granted if credit has been received for: HIST 3493, HIST 3493, HUM 3036, RELA 3036; 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Farah, Caesar Elie
Description: The evolution of Islam in historical context; institutions that made for diversity and continuity; traditions, law and observances of the faith; sectarian movements; philosophical and theological trends; modern developments; reformist, revolutionary, and militant, Islamic revivalism movements, fundamentalism and militancy. Course limited to sophomores, juniors or seniors. Freshmen wishing to take this class must contact the instructor directly for permission.
Class time: 65% lecture, 10% Discussion, 20% attendance
Work load: 25 pages of reading per week, 8 pages of writing per week
This information is accurate as of: 4/6/2006 at 11:38 AM
Grade: 25% mid-semester exam(s), 35% final exam, 15% written reports/papers, 5% in-class presentations, 5% class participation, 15% attendance
Exam format: Identification, short factual, analytical essays

Arab 5101 Advanced Arabic I
(Sec 001); 3 cr; max crs 4, 1 repeat allowed; prereq 3102 or equiv or instr consent; meets DELM req of classroom
Instructor: Khalek, Hisham A
Description: Arabic 5101 is a continuation 3102 and the first in a two-course series. The course is designed to reinforce and capitalize on the beginning and intermediate levels to advance language proficiency in formal Arabic. In speaking, the course trains students to understand and use complex and compound sentences. In reading, the course trains students to apply the dialectical marks when reading from scholarly textbooks and journals. Writing skills are enhanced through the writing of weekly journals, homework assignments, and translations. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. The course is also aimed at advancing students' knowledge of the cultures of the Arab world. The target audience is undergraduate and graduate students. The text is Al-Kitaab, Part Two, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.
Class time: 30% lecture, 10% Closed Circuit TV, 50% Discussion, 10% Culture
Work load: 10 pages of reading per week, 2 pages of writing per semester, 2 exams, 6 quizzes, 1 presentation, homework assignments
Grade: 15% mid-semester exam(s), 20% final exam, 15% quizzes, 5% in-class presentations, 10% class participation, 35% 15% written journals, 15% homework assignments, 5% oral exam
Exam format: Multiple choice, fill in the blank, and inference from reading short articles

Arab 3101 Intermediate Arabic I
(Sec 001); 5 cr; prereq 1102 or equiv or instr consent; meets DELM req of classroom
Instructor: Khalek, Hisham A
Description: Arabic 3101 is a continuation of Arabic 1102. It is designed to further develop language proficiency in modern Standard Arabic in the four language skills. In speaking, the focus is on the use of everyday expressions through discussion and presentations. In reading, the focus is on reading authentic materials from Arabic journals and magazines. Writing is emphasized especially through writing weekly journals and homework assignments. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. The course is also aimed at familiarizing students with the cultures of the Arab world. The target audience is undergraduate and graduate students. The text is Al-Kitaab, Part One, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.
Class time: 30% lecture, 10% Closed Circuit TV, 50% Discussion, 10% Culture
Work load: 10 pages of reading per week, 2 pages of writing per semester, 2 exams, 6 quizzes, 1 presentation, homework assignments
Grade: 30% mid-semester exam(s), 30% final exam, 35% problem solving
Exam format: Identification, short factual, analytical essays
designs 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 1401 The Designed Environment**

*(Sec 001); Credit will not be granted if credit has been received for: LA 1401; 3 cr; A-F only; meets DELM req of classroom

**Instructor:** Lavine, Lance A

**Description:** This course is intended to introduce students with no prior academic experience in the field to the disciplines of architecture and landscape architecture. This class will be based on the assumption that these disciplines are idea making enterprises as are other disciplines in the liberal arts. Its focus will be on the kinds of ideas that our constructed environments make and the way in which buildings and their landscapes participate in forming these constructs. These ideas will be put forth through examination of classic buildings and landscape environments. Exemplary environments will be selected for in-depth study over the course of the semester. This course is intended for undergraduate pre-architecture and pre-environmental design majors as well as non-majors interested in the designed environment.

**Arch 1421H Honors: The Designed Environment**

*(Sec 001); 3 cr; A-F only; prereq [Fr or soph], honors; meets HON req; meets DELM req of classroom

**Instructor:** Lavine, Lance A

**Description:** This course is intended to introduce students with no prior academic experience in the field to the disciplines of architecture and landscape architecture. This class will be based on the assumption that these disciplines are idea making enterprises as are other disciplines in the liberal arts. Its focus will be on the kinds of ideas that our constructed environments make and the way in which buildings and their landscapes participate in forming these constructs. These ideas will be put forth through examination of classic buildings and landscape environments. Exemplary environments will be selected for in-depth study over the course of the semester. This course is intended for undergraduate pre-architecture and pre-environmental design majors as well as non-majors interested in the designed environment.

**Arch 3301 Drawing for Design in Architecture**

*(Sec 001-005); 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 studio. Note: Requirements may vary depending on the instructor who teaches a particular section.

**Class time:** 10% lecture, 20% Discussion, 70% drawing exercises

**Work load:** 10 pages of reading per week, 1 review, 2-6 drawing studies (14” x 17” size) per week

**Grade:** 25% class participation, 0% 50% final portfolio; 25% final assignment

**Exam format:** review of drawings

**Arch 3401V Honors: Environmental Design and the Sociocultural Context**

*(Sec 001); 3 cr; prereq 1401 or LA 1401 or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

**Instructor:** Robinson, Julia Williams

**Description:** Architecture 3401V explores the symbiotic relationship that exists between the design professions and society, specifically the reciprocal relationships between expectations, behavior, knowledge, social order and the specific and particular design of the built environment. The class will examine and define the design profession's responsibility to the human community and its shared environment--global, national, regional, local, and ethnic. The instructors' goal for the class is to help students: Realize that the environment is a cultural medium; that places both shape, and are shaped by, everyday practices; develop the ability to “read” and interpret places as not only aesthetic, but cultural artifacts; apply specific methods and tools in describing analyzing and interpreting spaces, places & structures; and analyze and critique the design professions and their role in determining the general welfare of society. Through the study of environments students are expected to learn (1) how designed places grow from specific economic, social, ecological, ethical, moral and political forces created by specific social orders at particular moments in time, and (2) how built artifacts effect us through our bodies--sensory perception and movements mediated by our societally-formed expectations.

**Arch 3401W Environmental Design and the Sociocultural Context**

*(Sec 001); 3 cr; prereq 1401 or LA 1401 or instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Robinson, Julia Williams

**Description:** Architecture 3401W explores the symbiotic relationship that exists between the design professions and society, specifically the reciprocal relationships between expectations, behavior, knowledge, social order and the specific and particular design of the built environment. The class will examine and define the design profession's responsibility to the human community and its shared environment--global, national, regional, local, and ethnic. The instructors' goal for the class is to help students: Realize that the environment is a cultural medium; that places both shape, and are shaped by, everyday practices; Develop the ability to “read” and interpret places as not only aesthetic, but cultural artifacts; Apply specific methods and tools in describing analyzing and interpreting spaces, places & structures and; Analyze and critique the design professions and their role in determining the general welfare of society. Through the study of environments students are expected to learn (1) how designed places grow from specific economic, social, ecological, ethical, moral and political forces created by specific social orders at particular moments in time, and (2) how built artifacts effect us through our bodies sensory perception and movements mediated by our societally-formed expectations.

**Arch 3411 Architectural History to 1750**

*(Sec 001, 012); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

**Instructor:** Satkowski, Leon

**Description:** This course investigates architecture broadly considered from Egypt to the early 18th century in Europe and the New World. The basic tenet of the course is the study of our constructed environment--buildings, cities, landscapes. Although the course focuses on western architecture, approximately one third of the lectures are devoted to China, Japan, and the Indian subcontinent. Weekly recitations will both augment lectures and introduce students to looking at the built environment in the Twin Cities area. The course is
aimed at students planning undergraduate majors in architecture, landscape architecture, art history, and anyone with an interest in the visual arts. Required books will include Trachtenberg and Hyman in the period as a whole, Mac Donald on the Pantheon, Braunfels on cities, Michell on Hindu Temples, and O’Gorman on an introduction to analyzing buildings.

Class time: 66% lecture, 33% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 4 papers, 3 sketch assignments
Grade: 30% midterm-exam(s), 30% final exam, 20% written reports/papers, 20% quizzes
Exam format: Essay, slide ID

Arch 4431W Eighteenth-Century Architecture and the Enlightenment (Sec 001): 3 cr; A-F only; prerequisite 3411, 3412, undergrad arch major; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Ferguson, Robert P
Description: “In the most general sense of progressive thought, the Enlightenment has always aimed at liberating men from fear and establishing their sovereignty. Yet the fully enlightened earth radiates disaster triumphant.” Thus Adorno and Horkheimer on the self-consciously revolutionary (if less consciously gendered) 18th-century European philosophical and scientific movement that proved definitive for the international modernity with which we still live. How does this play out in architecture? We shall build up the context of baroque representation against which the new movement declared itself, and try to understand the consequences in terms of our own situation. Centered in the 18th century, we shall need to engage 17th- and 19th-century realities and personalities; dwelling long in France and French architectural theory, we may come to ground in the more ambiguous circumstances of Germany, Austria, England Scotland, or the newly United States. The presence of Rome, ancient and modern, will be a constant. The reciprocity of representation and interpretation will structure our engagement in an illustrated research paper of ten to fifteen pages, minimum, on a topic proposed by the student, is built up from (1) a topic proposal: (2) an abstract including precis of argument and preliminary bibliography; and (3) a draft, full-length and including all essential elements of the final paper. An engagement with primary sources is required. An essay examination is given in class at midterm.

Arch 4542 Building Energy Systems (Sec 001): 3 cr; A-F only; prerequisite 5513, M Arch major or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Conceptual understanding of functions of building mechanical systems and their integration with other building components through case studies. Residential and commercial HVAC systems, alternative energy sources, energy efficiency, structural implications of mechanical systems, indoor air quality, and environmental control strategies.

Arch 4541 Topics in Architectural History (Sec 002): 3 cr; max crs 12, 4 repeats allowed; A-F only; prerequisite 3412, Arch major; for grad M Arch major or instr consent; meets DELM req of classroom
Instructor: Ferguson, Robert P
Description: Architecture and Interpretation: The City as Theatre --- We may be surprised at the juxtaposition. If the city is a mechanism for exchange of goods and services, and theatre is a form of entertainment, then how can the two be addressed on the same level? We may be even more surprised to learn that, historically, city and theatre appear concurrently, hand in hand. We don’t get one without the other. What forms the basis for this formulation on the part of the ancient Greeks, and what has our culture made of this fundamental reciprocity since? Why do we still find it fundamental? Do we? A layered understanding will be built up chronologically from the earliest strata of human culture available to us to the present day, stressing not only architectural examples and not only literary theatre—plays—but also theatrical and urban aspects of the writings of Homer, Plato,

Arch 5450 Topics in Architectural Theory (Sec 002): 1-3 cr; max crs 9, 3 repeats allowed; A-F only; prerequisite Arch major or M Arch major or instr consent; meets DELM req of classroom
Instructor: Fisher, Thomas Ray
Description: Architecture and Utopia - Thinkers have long imagined utopian communities as a way to envision and communicate their idea of what constitutes a good life. Throughout most of Western history, those utopian visions have served to provoke debate, but beginning in the 19th Century and expanding in the 20th Century, we have started to see them as a blueprint for construction. Indeed, the historian Isaiah Berlin once said that the 20th Century would be remembered as the century in which we tried to build utopia. The class will consist of discussions of the readings and lectures on the architectural manifestations of various utopian ideas. Students will be required to write papers analyzing the utopian aspects of the built environment they inhabit, and to develop, by the end of the class, a diagrammatic design of their own critical utopia, based on the readings, lectures, and discussions in class. The goal of the class is to help students understand the ideas that motivate design, the complexity of factors that influence the form of the built environment, and the ways in which architects can help the public envision the future without reducing its richness and diversity. Ideally, students will come away from the class critical of utopia and yet recognizing the critical role that utopias play in forming a more sustainable world. The course is intended for upper-level undergraduate majors and non-majors as well as for interested graduate students.

Class time: 45% lecture, 45% Discussion, 10% walking tours, weather permitting
Work load: 50 pages of reading per week, 20-25 pages of writing per semester, 3 papers
Grade: 75% written reports/papers, 25% class participation

Art History 338 Heller Hall: 612/624-4500

Arth 1002W Why Art Matters (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: Asher, Frederick M
Description: Art matters! From billboards and graffiti on the streets to paintings and sculpture in museums, visual imagery informs our understanding of the world. This course will not only question "what is art?" but will also introduce students to the diverse ways in which art has and continues to function in society. The course is not a chronological survey of the history of art and great artists. Instead, it is thematic, looking at art from a variety of cultural perspectives and approaches. Through lectures and discussions, the course will examine such diverse topics as public art, illicit art trafficking, art and gender, art as a means of protest, and how art can be used to establish authority. The course is introductory, and assumes you have had no prior exposure to art history. There will three quizzes during the semester plus a final exam; in addition, there will be brief writing assignments (some creative, some analytical) that will address the topics discussed in class.

Work load: 25 pages of reading per week, 18 pages of writing per semester

This information is accurate as of: 4/6/2005 at 11:38 AM
University of Minnesota – Class Schedule for Twin Cities Campus  

**ArtH 3009 History of Medieval Art**

(Sec 001); Credit: 4 cr; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom  

**Instructor:** Weisberg, Gabriel  
**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:** 25 pages of reading per week, 12 pages of writing per week, 2 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 Design: 19th- and 20th-Centuries**

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

**Instructor:** Poor, Robert John  
**Description:** This course will examine a representative selection of the art produced in China, Korea and Japan from the Neolithic era down to Modern times. Art of every type and style, such as ancient jade and ritual bronze vessels, Buddhist sculpture and temple architecture, landscape paintings and gardens, and popular paintings and prints is included. We will employ archaeological and art historical techniques to situate these objects in their cultural setting while underlining their character as unique works of art. This course will be web enhanced and a teaching assistant will be available to assist you in the preparation of a short take-home museum assignment. This course is intended for undergraduates. No previous courses in art history are required.  

**Class time:** 80% lecture, 20% Discussion  
**Work load:** 25 pages of reading per week, 5 pages of writing per week, 2 exams, 1 paper  
**Grade:** 33% mid-semester exam(s), 33% final exam, 33% written reports/papers  
**Exam format:** essay  
**Course URL:** http://www.arthist.umn.edu/classes/AH3013/

**ArtH 3015W Art of Islam**

(Sec 001); 4 cr; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom  

**Instructor:** Asher, Catherine B  
**Description:** This course will focus on the Art of Islam from the origins of Islam to the 21st Century, covering much of the Islamic world. Focus will be on architecture and painting, among other arts. The cultural, political and religious milieu, as well as the role of the patron under which art works were created, will be discussed. The material will be approached geographically and chronologically; throughout the course the features and themes that unify the diverse artistic trends and styles
produced throughout the Islamic world will be discussed.

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

**Work load:** 20 pages of reading per week, 15 pages of writing per semester, 3 exams, 2 short papers

**Grade:** 25% final exam, 45% written reports/papers, 30% quizzes

**Exam format:** short essay

ArtH 3201 The Olympic Games  
(Sec 001); Credit will not be granted if credit has been received for:
(CLCV 1301, CLCV 3301; 3 cr; meets DELM req of classroom  
**Instructor:** Cooper, Frederick A ICLA Distinguished Tchg Awd; Morse Alumni Award!!

**Description:** A study of the Olympic Games (776 B.C. to A.D. 338) lends itself to a variety of subjects, not the least of which is a synoptic view of ancient Greek and Roman history, religion, and popular culture. The games were invariably exciting and held the attentions of Greeks and Romans for over 1000 years. The course intends to convey this appeal while providing an introduction to ancient studies. Greek art provides the substance for study and interpretation and translations from Greek and Latin texts serve as basic sources. Modern athletic events offer many grounds for comparison and an understanding of the intellectual and cultural importance of sports to a society. The course is meant for freshman and more advanced students.

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

**Work load:** 25 pages of reading per week, 6 pages of writing per semester, 2 exams, 1 papers

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

**Exam format:** Multiple choice, essay

**Course URL:** http://cldv.cla.umn.edu/courses/olympics

ArtH 3464 Art Since 1945  
(Sec 001); 4 cr; meets DELM req of classroom  
**Instructor:** Blocker, Jane M

**Description:** This course examines artists, artistic movements and aesthetic theories dominant since the end of WWII when Western modernist artistic production, influenced by global capital, shifted to the United States. The course considers the relationship between the ascendancy of the U.S.--economically, politically, and militarily--and the debate about nationalism in art. It looks at how art and the role of the artist are challenged by the contradictory demands for both social critique and profit. It interrogates the relationship between what Cornel West has called "the end of the age of Europe" postcolonialism, multiculturalism, and the globalized art market. Students broaden and clarify their understanding of modernism and postmodernism. They read both an historical survey text and from a collection of primary texts on art theories of the period. Classes are structured around course readings and lectures.

**Class time:** 70% Closed Circuit TV, 30% Discussion

**Work load:** 50-60 pages of reading per week, 12-15 pages of writing per semester, 3 exams

**Grade:** 30% mid-semester exam(s), 30% final exam, 10% lab work, 30% Second midterm

ArtH 3940 Topics in Art History: American Modern Design  
(Sec 003); 1-4 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom  
**Instructor:** Chung, Nogin

**Description:** This course will focus on American Modern Design in the late 19th and 20th century. Critically questioning what constitutes modernity, the course will explore how designers and their products were influenced by the advances of technology, economic conditions, and political situations in the United States. Among topics to be considered are world's fairs, the Arts and Crafts Movement, Fordism, skyscrapers, war posters, industrial designers, and corporate trademarks. No previous courses in art history are required for enrollment. This course will be web enhanced.

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

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

**Grade:** 30% written reports/papers, 60% quizzes, 10% class participation

**Exam format:** Slide identification and essay

ArtH 3940 Topics in Art History: Hollywood Musicals  
(Sec 001, 002); 1-4 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom  
**Instructor:** Pope, Tom W

**Description:** Gotta Sing! Gotta Dance! The Musical is the central jewel in Hollywood's crown, and the greatest and richest outpouring of musical genius, breathtaking special effects, unabashed love stories, and everything that made movie magic an everyday word in American life. The Musical may not have told us who we were, but it did tell us how we dreamed. Each week we'll watch one of the great Musicals, beginning with its awkward first steps at the dawn of the Talkies, continuing through its rise in the 30s and 40s, to its highpoint in the 50s, and its tragic fall in the 60s, only to be reborn on wholly new terms in our own time. Among the films we'll see will be 42nd Street, Singin' in the Rain, West Side Story, Cabaret, The Sound of Music and Moulin Rouge. Come watch the magic.

ArtH 3940 Topics in Art History: Hollywood Westerns: Cowboys and Indians  
(Sec 001, 002); 1-4 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom  
**Instructor:** Cooper, Frederick A!!CLA Distinguished Tchg Awd; Morse Alumni Award!!

**Description:** No movie genre (and no other art form) better describes the heart and soul and America than the Western; in fact, there is perhaps no truer way to understand what America is all about, for good and bad, than that the majority of contemporary mythologies. We will examine the Western Film from its beginnings in the Silent Era, through its greatest period of invention from the late 1930s through the early 1960s, to its tragic demise in the 1970s and miraculous rebirth in the 1990s and beyond. Each week we'll watch one of the great Western films including Stagecoach, My Darling Clementine, Red River, High Noon, Shane, Hud and The Unforgiven, and then examine it not only as a work of art, but as a window into the truths of American culture.

ArtH 3975 Directed Museum Experience  
(Sec 001, 002); 1-4 cr; max crs 12, 12 repeats allowed; 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 5112 Archaic and Classical Greek Art  
(Sec 001); 3 cr; prereq Jr, Clas/ArtH 5111; meets DELM req of classroom  
**Instructor:** Cooper, Frederick A!!CLA Distinguished Tchg Awd; Morse Alumni Award!!

**Description:** This course covers Greek artistic endeavors from about 1100 B.C. to 400 B.C.E., the period extending from the fall of Mycenaean Civilization to the end of the Perklean Age. This offering highlights the progressive and cumulative creativity that characterizes Greece during these centuries. Also covered are the media that came to play a major part in the civic and religious lives of the Greeks in the Geometric, Archaic and Classical Periods. Artists were as much philosophers as they were gifted and highly skilled craftsmen. Ideas constantly evolved and developed; sculpture, painting, coinage, all the media developed a human imagery which became increasingly subtle in metaphorical content. Emphasis is placed on analysis, appreciation and understanding of the arts of Greece. Also considered is the way modern archaeology contributes to interpretation in dating and context.
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 (Bourd, Limbourg Brothers, Bouicaut Master) and sculpture (Beauveau, 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), 25% final exam, 30% written reports/papers, 10% in-class presentations, 10% class participation
Exam format: slides and essay
Course URL: http://www.arthist.umn.edu

Arth 5411 Gender and Sexuality in Art Since 1863
(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: Lee, Josephine D
Description: Asian Americans are the fastest-growing minority population in the United States. Their histories, cultures, and experiences have become increasingly crucial in understanding contemporary American citizenship, identity, and values. This course introduces students to different issues in Asian American Studies, a field of inquiry that deals with the history, cultural productions, and contemporary concerns of diverse groups of Americans of Asian ancestry. We will look at historical and recent aspects of the diverse and multifaceted vision of "Asian America," using histories, films, memoirs, and other texts as illustrations. We will also study how the history of immigration, exclusion, and modernization has visibly shaped existing Asian American communities and identities, and, how "Asian America" is central to a more general understanding of American popular culture and public life. This course satisfies LE Requirements for Cultural Diversity and Citizenship and Public Ethics.
Class time: 50% lecture, 50% Discussion
Work load: 40-60 pages of reading per week, 15 pages of writing per semester, 1 exams, 3 papers
Grade: 60% written reports/papers, 10% special projects, 10% quizzes, 10% in-class presentations, 10% class participation

Arth 5785 Art of Islamic Iran
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Asher, Catherine B
Description: This course will consider the development of Iranian art and architecture from the introduction of Islam in the 7th century to the present. Muslim rulers brought new customs, which meld with older Iranian traditions producing a culture unique in the Islamic world. Throughout this course we will question which art forms are universally Islamic and which are unique to the region. We will probe which ideas and their visual manifestation seem to be inherently Iranian, asking which ones transcend dynastic, linguistic, geographic and religious differences and which forms and ideas are consistent throughout these periods of political and ideological change. Among the works we will consider are paintings from the Book of Kings, the Iranian national epic, the magnificent city of Isfahan, the palaces of the Pahlavi Shahs, the tomb of Khomeini and contemporary Iranian films such as Color of Paradise, Taste of Cherry and Children of Paradise. This class will be a combination of lecture and discussion. Undergraduates will write a 8 - 10 page research paper; graduate students should see the instructor for requirements.
Class time: 75% lecture, 25% Discussion
Work load: 30 pages of reading per week, 25 pages of writing per semester, 1 papers, 3 take home essays
Grade: 30% written reports/papers, 10% class participation, 60% Take home essay (20% each)

This information is accurate as of: 4/6/2005 at 11:38 AM
ALL 1335W Chinese Ways of Living: Philosophical and Literary Approaches  
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Rouzer, Paul F  
Description: An introduction to premodern Chinese conceptions of the good and ethical life through the reading of primary texts. Topics include: the personal liberation philosophy of Zhuangzi; Han Fei zi’s political legalism; Buddhist popular piety; Chan (Zen) approaches to enlightenment; the ethical and moral uses of poetry; Neo-Confucian ideals of self-cultivation; and modern Confucianism and Buddhism.  
Class time: 50% lecture, 50% Discussion  
Work load: 50-75 pages of reading per week, 20 pages of writing per semester, 4 papers  
Grade: 70% written reports/papers, 30% class participation

ALL 1337W Religion and Society in Imperial China  
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom  
Instructor: Carpenter, Jennifer M  
Description: An introduction to the religious traditions of imperial China (Buddhism, Daoism, Confucianism, and "popular" religion) and their relation to society through an examination of both primary and secondary readings. Themes include: the role of gender; conceptualizing relations with the divine; ritual and its goals; and the position of religious specialists such as monks and Daoist priests.  
Class time: 50% lecture, 50% Discussion  
Work load: 100-150 pages of reading per week, 15 pages of writing per semester, 1 exams, 3 papers  
Grade: 45% final exam, 45% written reports/papers, 10% class participation  
Exam format: short answers and essays

ALL 13335 Chinese Ways of Living: Philosophical and Literary Approaches  
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Rouzer, Paul F  
Description: An introduction to premodern Chinese conceptions of the good and ethical life through the reading of primary texts. Topics include: the personal liberation philosophy of Zhuangzi; Han Fei zi’s political legalism; Buddhist popular piety; Chan (Zen) approaches to enlightenment; the ethical and moral uses of poetry; Neo-Confucian ideals of self-cultivation; and modern Confucianism and Buddhism.  
Class time: 50% lecture, 50% Discussion  
Work load: 50-75 pages of reading per week, 20 pages of writing per semester, 4 papers  
Grade: 70% written reports/papers, 30% class participation

ALL 3337 Reform and Globalization in Contemporary Chinese Literature and Culture  
(Sec 001); 3 cr; A-F only; meets DELM req of classroom  
Instructor: McGrath, Jason  
Description: This course is an introductory survey of contemporary Chinese literature and popular culture. The primary focus will be on mainland China since the end of the Mao era in 1979, but attention will also be paid to Taiwan and Hong Kong. During this period mainland China made the transition from Maoism to the era of “opening and reform,” leading to an explosion of creativity in the arts during the 1980s. More recently, culture has become increasingly commercialized and globalized. Beginning in the 1990s, the culture industry was subjected to market forces for the first time in decades, and foreign cultural products entered China to compete with domestic culture for the attention of the public. Taiwan during these same periods made the transition from martial law to democracy and developed into one of the most thriving economies and cultural scenes in the region, while Hong Kong was returned from the United Kingdom to China and maintained its status as one of the world’s most cosmopolitan cities. This course explores the dynamism of Chinese culture of the last quarter century through works of literature as well as film, visual culture, and popular music.  
Class time: 50% lecture, 50% Discussion

ALL 3373 Religion and Society in Imperial China  
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom  
Instructor: Carpenter, Jennifer M  
Description: An introduction to the religious traditions of imperial China (Buddhism, Daoism, Confucianism, and "popular" religion) and their relation to society through an examination of both primary and secondary readings. Themes include: the role of gender; conceptualizing relations with the divine; ritual and its goals; and the position of religious specialists such as monks and Daoist priests.  
Class time: 50% lecture, 50% Discussion  
Work load: 100-150 pages of reading per week, 15 pages of writing per semester, 1 exams, 3 papers  
Grade: 45% final exam, 45% written reports/papers, 10% class participation  
Exam format: short answers and essays

ALL 3900 Topics in Asian Literature: Korean Literature  
(Sec 001); 3 cr; max crs 12, 3 repeats allowed; meets DELM req of classroom  
Instructor: Kim, Chang-Hee  
Description: This course surveys the different genres of Korean literature including prose, poetry, dramas and even films mostly published and produced in the twentieth century, but due to the difficulty of covering all of works of the time, we will read and watch those chosen according to specific themes and topics pertinent to portraying the essential phases of Korean history and culture. In this regard, we will pay careful attention to such historical contexts essential to understanding modern Korean literature as the colonial experience of Korean peninsula in the 30’s through the 40’s, the Korean War in 1950, and the industrialization in the 70’s; and students will be asked to question continually how literature relates to its social and cultural contexts. Despite all the cultural discourses, political ideologies, and literary techniques we will deal with throughout this course in general terms of Korean studies, it must basically be an introductory and enjoyable course to let American students get more familiar with modern and pre-modern Korean culture and tradition and learn the general knowledge of Korean literature in modernity.  
Class time: 50% lecture, 50% Discussion  
Work load: 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, group or individual presentation  
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 20% in-class presentations, 10% class participation  
Exam format: passage id, essay, paper

ALL 3900 Topics in Asian Literature: Hmong Literature  
(Sec 002); 3 cr; max crs 12, 3 repeats allowed; meets DELM req of classroom  
Instructor: Ogden, Mitchell Paul  
Description: This course explores the emerging field of Hmong (American) literature. Students will read poetry, drama, short fiction, memoir, and other texts (including non-print texts) that reflect the literary production of Hmong creative writers. Together we will explore Hmong American literature’s place in Asian, American, and Asian American literatures. We will struggle to determine its definitions and borders and to examine its relationship to social and cultural issues. Students will: read extensively; discuss actively; think deeply; and write analytically, reflectively, and creatively. Writers and artists will visit the class as appropriate.  
Class time: 50% lecture, 50% Discussion  
Work load: 50 pages of reading per week, 20 pages of writing per semester, 3 papers  
Grade: 55% written reports/papers, 15% in-class presentations, 10% class participation, 20% ponderance papers

ALL 4900W Major Project  
(Sec 001-008); 1 cr; A-F only; prerequisite [ALL major, sr, instructor consent]; meets CLE req of Writing Intensive; meets DELM req of independent study  
Instructor: STAFF  
Description: Directed research/writing on a topic selected according to individual interest and in consultation with faculty adviser. Usually taken in conjunction with an advanced language or literature course. All students must fill out a major project contract form (available in 453 Folwell) prior to registering for the course. A copy of the completed project must be submitted to the department office for inclusion in the student’s major file before the final grade for this course will be posted to the official record of the student. A-F only. Prerequisites: ALL major, senior, and instructor consent.

ALL 5990 Directed Study  
(Sec 002); 1-4 cr; max crs 16, 4 repeats allowed; prerequisite [instructor 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
Astronomy
356 Tate Laboratory of Physics: 612/624-0211

Ast 1005 Descriptive Astronomy
(Sec 001); Credit will not be granted if credit has been received for: AST 1001, AST 1001, AST 1001, AST 1011, AST 1011H, AST 1011H; 3 cr; prereq non-science major; meets DELM req of classroom
Instructor: STAFF
Description: This course is an introduction to the non-science major universe. It covers the history of the universe and the formation of the Earth and the solar system. We compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. This course includes study of the properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course also covers exciting contemporary topics such as black holes, the expansion of the universe and the search for extraterrestrial life. Lectures are 2 days a week. This course is intended for non-science majors; no science background is necessary. IT students should take AST 1011H. Course meets concurrently with the evening section of AST 1001.
Class time: 90% lecture, 10% Discussion
Work load: 20 pages of reading per week, 3 exams
Grade: 65% mid-semester exam(s), 35% final exam
Exam format: multiple choice, essay, or short answer
Course URL: http://www.astro.umn.edu

Ast 2990 Directed Studies
(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq 1 yr calculus, Phys 1302, instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Independent, directed study in observational and theoretical astrophysics. Arrange with a faculty member.

Ast 4299H Senior Honors Astrophysics Research Seminar
(Sec 001); 1 cr; max crs 2, 1 repeat allowed; prereq upper div honors student in IT or CLA, instr consent; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Ast 4990 Directed Studies
(Sec 001-009); 1-5 cr; max crs 5, 1 repeat allowed; prereq 2001, instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Independent, directed study in observational and theoretical astrophysics. Arrange with a faculty member.

Ast 4994W Directed Research
(Sec 001-009); 3-5 cr; max crs 5, 1 repeat allowed; prereq instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Senior Honors Thesis for undergraduate astrophysics majors. Arrange with a faculty member.

Bio-based Products

BP 3101 Introductory Statics and Structures for Construction Management
(Sec 001); 3 cr; A-F only; prereq Working knowledge of [trigonometry, geometry, algebra]; meets DELM req of classroom
Instructor: Grimsrud, David Theodore
Description: Introductory Statics and Structures for Construction Management provides students with a fundamental understanding of statics and engineering wood design principles and the mechanical properties of wood. Students will learn design techniques for individual components including trusses, beams, columns, laminated timber products, and steel. Simple structures will be explored through class examples and assignments. Examples will include retaining walls, decks, and footings. This is a problem-solving course. Arithmetic requirements are a working knowledge of trigonometry, geometry and algebra. Specific course objectives include: Calculation of external and internal forces in simple statically determinate structure; Calculation of stresses, strain and deformation in material; Calculation of bending and shear stresses in simple beams; Understanding concept of stability with slender columns; Develop an understanding of the properties of wood and sections in order to develop the skills required to design wood structural components; Work in diverse teams in problem solving and presentations.
Class time: 60% lecture, 20% Discussion, 20% problem solving
Work load: 15 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers, team project with presentation to class
Grade: 30% mid-semester exam(s), 25% final exam, 25% special projects, 10% class participation, 10% problem solving
Exam format: Problem solving

BP 3393 Directed Study
(Sec 001, 004, 010-011); 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, 003, 007); 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 4491 Senior Topics: Independent Study
(Sec 001, 004, 011-012); 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.
Biochemistry

140 Gortner Lab of Biochemistry: 612/624-7755

Bio 3021 Biochemistry
(Sec 001, 004): Credit will not be granted if credit has been received for: BIOC 6021; 3 cr; prereq [Biol 1002 or 1009], Chem 2301; 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 4993 Directed Studies
(Sec 001); 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: Individual study on selected topics or problems with emphasis on selected readings and use of scientific literature.

BioC 4994 Directed Research
(Sec 001); 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: Laboratory or field investigation of selected areas of research.

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% 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; meets HON req of Honors
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
Biol 1009 General Biology

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 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, too, 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.

Class time: 55% lecture, 45% Laboratory
Work load: 50 pages of reading per week, 3 exams, 3 papers
Grade: 40% midterm exam(s), 25% final exam, 14% written reports/papers, 16% quizzes, 5% lab work
Exam format: multiple choice lecture exams
Course URL: http://biosci.cbs.umn.edu/bcq/

Biol 1093 Biology Colloquium: Directed Study

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, too, 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.

Class time: 55% lecture, 45% Laboratory
Work load: 50 pages of reading per week, 3 exams, 3 papers
Grade: 40% midterm exam(s), 25% final exam, 14% written reports/papers, 16% quizzes, 5% lab work
Exam format: multiple choice lecture exams
Course URL: http://biosci.cbs.umn.edu/bcq/

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Biol 1905 Freshman Seminar for the Biological Sciences  
(Sec 002): 1-2 cr; max hrs 2, 1 repeat allowed; A-F only; prerequisite: biology freshman; meets DELM req of classroom  
**Instructor:** Goldstein, Stuart F  
**Description:** This is a Freshman Seminar on the history of radio broadcasting. Radio broadcasting was one of the defining achievements of the twentieth century. We will review its development, from its beginning as a laboratory curiosity in the nineteenth century through the demise of American network radio in about 1960 (with a note about the rebirth of network radio as National Public Radio about a decade later). We will consider some of its technical, managerial, regulatory, economic and sociological features. We will listen to a variety of radio programs and consider how they influenced and reflected the values of their era. Each student will organize and give a presentation on some aspect of the subject. I will give you a list of topics and some starting ideas and references on the topic you choose.  
**Class time:** 20% lecture, 80% Discussion  
**Grade:** 50% in-class presentations, 20% class participation, 30% Attendance  
**Course URL:** http://biosci.cbe.umn.edu/beq/  

Biol 1905 Freshman Seminar for the Biological Sciences  
(Sec 008): 1-2 cr; max hrs 2, 1 repeat allowed; A-F only; prerequisite: biology freshman; meets DELM req of classroom  
**Instructor:** Wick, Susan M  
**Description:** Within the past few decades, some particularly nasty human viruses have appeared, including Ebola, West Nile, and SARS viruses. Also, many health officials believe that the threat of a new pandemic of Influenza A currently hangs over our heads. In this course, we will examine aspects of the changes in human behavior, world population, and the environment that relate to the emergence of these infectious and sometimes deadly diseases. Students will have the opportunity to explore one of several viral diseases and present their findings and recommendations to the class. We will also use part of the class time each week to discuss topics such as college life, navigating the U, opportunities at the U, and strategies for a successful college career. Basic readings will come from "The Coming Plague" by Pulitzer Prize winning author Laurie Garrett and selected short readings from other texts on the ecology and politics of human virus emergence and control. Students will be encouraged to explore the information available from the Center for Disease Control and the World Health Organization. This class is designed primarily for CBS freshmen, although it is open to interested students from other colleges, as well.  
**Class time:** 5% lecture, 45% Discussion, 50% student presentations  
**Work load:** 20-30 pages of reading per week, 2-3 pages of writing per semester, 1 papers  
**Grade:** 20% written reports/papers, 20% in-class presentations, 30% class participation, 30% discussion points handed in each week  
**Exam format:** none  
**Course URL:** http://www.cbs.umn.edu/class/fall2005/biol/1905-8/  

Biol 2005 Animal Diversity Laboratory  
(Sec 001-011): Credit will not be granted if credit has been received for: BIOL 2012, BIOL 2012, BIOL 2012; 1 cr; prerequisite 3211 or concurrent enrollment 3211; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** This is a laboratory course and requires dissection and direct observation of animal diversity with emphasis upon morphology. The phylogenetic survey, from unicellular protists through the vertebrates, includes a wide array of organizational variation. Special attention is placed upon mammalian anatomy through dissection of the fetal pig. Students develop an understanding of the patterns and complexities of animal diversity through the experience of hands-on laboratory exercises.  
**Class time:** 5% Discussion, 95% Laboratory  
**Exam format:** multiple choice/practical  
**Course URL:** http://www.cbs.umn.edu/class/biol/2005
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 tours, 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 at least 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, 002); 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 science with off-campus learning opportunities. Biological sciences internships in industry, non-profit organizations, and government agencies may be found through the CBS Career Center (229 Snyder Hall, St. Paul Campus). Credit number is variable and will be based on time spent on-site and other course requirements. Students must commit to a minimum of 10 hours/week/semester. Students will submit a Learning Agreement Form developed in consultation with the on-site internship supervisor and the faculty instructor. Attendance at a pre-internship workshop is required in order to register for credit. If a student has questions about a specific internship opportunity, contact the instructor at kahnna@cbs.umn.edu. S/N only.

**Grade:** 100% internship

**Biol 3960H 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

**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

**B A E 2113 Introduction to Design**

(Sec 001); 3 cr; A-F only; prereq Math 1271; meets DELM req of classroom

**Instructor:** Morey, R Vance

**Description:** Students will: 1) Develop design skills through lecture, discussion, and participation in a design project. 2) Gain an understanding of the importance of safety and health considerations in design and apply these concepts to a design project. 3) Learn standard engineering economic analysis techniques and apply these techniques to feasibility analysis for a design project. 4) Develop skills in engineering graphics and computer drafting, and apply them to a design project. 5) Enhance their teamwork skills through participation in design teams. 6) Enhance their communication skills through development of written, graphic, and oral presentations related to their design projects.

**Class time:** 40% lecture, 20% Discussion, 40% Laboratory

**Work load:** 15 pages of reading per week, 3 exams, Project report

**Grade:** 20% mid-semester exam(s), 20% final exam, 15% written reports/papers, 5% in-class presentations, 25% lab work, 15% problem solving

**Exam format:** Problems, essay

**B A E 3023 Engineering Principles of Soil-Water-Plant Processes**

(Sec 001); 3 cr; prereq Biol 1009, [CE 3502 or Concurrent registration is required (or allowed) in CE 3502]; meets DELM req of classroom

**Instructor:** Clanton, Chuck


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

**Work load:** 5 pages of reading per week, 20 pages of writing per semester, 3 exams

**Grade:** 40% final exam, 15% written reports/papers, 30% quizzes, 15% lab work

**Exam format:** Problems, short answer

**B A E 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.

**B A E 4114W Capstone Design Project**

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

This information is accurate as of: 4/6/2005 at 11:38 AM
Instructor: Goodrich, Philip R
Description: Review of design concepts and design process. Case studies involving engineering design. Discussion of health, safety, and ethical issues facing engineers. Proposal for capstone design team project including oral presentation of written proposal. Comprehensive design project including written report, poster, and oral presentation of final design.
Class time: 20% lecture, 20% Discussion, 20% Laboratory, 40% Design studio
Work load: 10 pages of reading per week, 30 pages of writing per semester, 3 papers, Writing intensive project and a formal poster. 3 presentations.
Grade: 60% written reports/papers, 25% in-class presentations, 10% class participation, 5% problem solving

BAE 5212 Safety and Environmental Health Issues in Plant and Animal Production and P (Sec 001); 3 cr; A-F only; prereq grad student or sr or instr consent; Credit will not be granted if credit has been received for AGET 5212.; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom; meets HON req of Honors
Instructor: Shutske, John M
Description: Course covers principles that relate to a range of safety, environmental, and public health issues in agricultural, food, and “green” industries (such as golfcourses, turf, etc.). Students focus on using multiple strategies including education, engineering design, and public policy to solve complex problems. Specific issues covered in class include pesticides; agricultural terrorism; injury/ergonomics; air and water quality impacts of our food system; biotechnology; emerging infectious diseases and their relationship to agriculture and food production; and occupational concerns that disproportionately affect vulnerable populations, including children and immigrant workers. Students participate in class lectures, discussions, debates, field trips, and other activities with others from a range of disciplines including agriculture, education, public health, nursing, veterinary medicine, engineering, human ecology, biology, and related sciences. 
Class time: 70% lecture, 30% Discussion
Work load: 20 pages of reading per week, 10 pages of writing per semester
Grade: 35% mid-semester exam(s), 30% final exam, 15% written reports/papers, 5% special projects, 15% class participation
Exam format: short answer, essay, multiple choice, problem solving
Course URL: http://www.safety.coafes.umn.edu

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

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

BAE 3000 Career Skills (Sec 001-006); 1 cr; A-F only; prereq CSON pre-major with 30 credits or upper division major; meets DELM req of classroom
Instructor: STAFF
Description: This required course is designed to prepare
undergraduate students for 1) the career search process, 2) to use the Carlson School of Management Career Services Center and 3) to use the on-line recruiting system, C.A.R.S. (Carlson Automated Recruiting System). Topics include the importance of self-awareness and self-assessment in identifying career options, how to access and use information related to career planning and jobs; networking; resume preparation, cover letters and correspondence; interviewing skills; professional etiquette and image in the work setting; employment trends; goal setting; and overall career strategy planning. Students will also complete the Myers-Briggs Type Indicator self-evaluation inventory. The course is coordinated by the Business Career Center at the Carlson School and will utilize a variety of teaching techniques, with significant emphasis on classroom activities. Homework assignments will focus on helping students develop skills and strategies necessary for internship and full-time job searches. The perspective of the course is that critical elements of career development and growth include self-understanding, skill development and usage, awareness of career options, decision-making, and evaluation. By becoming proficient in these areas students can attain more satisfying career and work lives.

Class time: 35% lecture, 50% Discussion, 15% guest speakers
Work load: 15 pages of reading per week, 10 pages of writing per semester, 6 papers, portfolio
Grade: 90% written reports/papers, 10% class participation
Course URL: http://www.csom.umn.edu/Classnet/classnet.htm

BA 3033W Business Communication
(Sec 001-003); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Littlefield, Holly A
Description: BA 3033–Business Communications fosters and enhances students' cognitive abilities and communication skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. BA 3033, Business Communications combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. This course gives students opportunities to develop critical thinking and applied skills through both speaking and writing assignments that simulate real business communication. Students take part in writing, speaking, discussions, team-work and other communications activities.

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
Course URL: http://www.csom.umn.edu/Classnet/classnet.htm

BA 3033W Business Communication
(Sec 004-008); 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 qualitative information and appealing to audience logic or emotions; Demonstrate effective nonverbal communication skills; Critically judge information and information sources; Build sound arguments, using data and logic, when delivering a persuasive message; Use technology to increase the effectiveness of communication.

Class time: 20% lecture, 80% Discussion
Work load: 10-20 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers
Grade: 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% class participation
Course URL: http://www.csom.umn.edu/Classnet/classnet.htm

CSPh 1001 Principles of Holistic Health and Healing
(Sec 001); 2 cr; meets DELM req of classroom
Instructor: Brady, Linda J
Description: This new course will focus on how individuals and society can work for a balanced life to achieve optimal health. Topics include: 1. fundamental principles and proven measures of holistic health that promote health and well being; 2. holistic health theory and how holistic health is incorporated into the health care delivery system; 3. practical application and integration of holistic health into daily

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personal life for optimal health and well-being. Class will be interactive and students will reflect on the application of the principles to their daily lives as homework assignments each week. A longer paper of 5-10 pages will focus on researching one topic of the student's choice in depth. Textbook will be: Invitation to Holistic Health, by Charlotte Eliopoulos.

**Class time:** 50% lecture, 50% Discussion  
**Work load:** 25-30 pages of reading per week, 40 pages of writing per semester, 1 papers  
**Grade:** 20% written reports/papers, 40% class participation, 40% homework-short papers

CSpH 5000 Explorations in Complementary Therapies and Healing Practices: Foundations of Homeopathic Practice  
(Sec 003): 1 cr; max crs 12, 4 repeats allowed; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom  
**Instructor:** Ohanian, Valerie Gay  
**Description:** In this introductory course, students will receive a basic training in the field of homeopathic practice. Starting with a foundation in homeopathic philosophy, students will move on to learn the core principles of practice management as well as an introduction to homeopathic material medica. Students will learn to use homeopathic remedies in first aid situations, learn when and how to refer patients for homeopathic treatment, and understand issues of co-management with biomedicine.

CSpH 5211 Peacemaking and Spirituality: A Journey Toward Healing and Strength  
(Sec 001): 2-3 cr; max crs 3, 1 repeat allowed; A-F only; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom  
**Instructor:** Umbreit, Mark S  
**Description:** This course is designed to provide a basic understanding of the central elements of peacemaking and spirituality in the context of various healthcare and social work settings. Examples include intense interpersonal conflicts between patients/providers, between nurses/social workers, between coworkers; within families and within communities; among friends and within ourselves. This course has 2-credit and 3-credit options. Students in the 3-credit option would go deeper into the subject matter to gain understanding of practices that contribute to peacemaking and spirituality that are grounded in diverse cultural traditions among indigenous people of the world and an understanding of the strengths and significant limitations of the dominant theory and practice of conflict resolution and mediation in Western European culture.

CSpH 5225 Meditation: Integrating Body and Mind  
(Sec 001): 2 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom  
**Instructor:** Storlie, Erik Fraser  
**Description:** The class approaches meditation as a physical, emotional, intellectual, and spiritual inquiry. Students examine a variety of relevant texts and develop the ability to enter a state of calm, meditative awareness.

CAS 3531 Central Asian Culture and Literature  
(Sec 001): Credit will not be granted if credit has been received for: MELC 3531, GLOS 3641; 3 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom  
**Instructor:** Bashiri, Iraj  
**Description:** This course begins with an in-depth discussion of Central Asian culture in the context of the region’s ancient religions: Zoroastrianism and Islam. That discussion is followed by an examination of the clash of new ideologies, Communism and Democracy, with the traditional tribal mores of the region, leading to repeated ethnic, social, and political strife. The third part of the course examines the roots of conflict in Central Asia through the contributions of major Central Asian authors like Chingiz Aitmatov.

**Class time:** 60% lecture, 20% Discussion, 20% Video tapes  
**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers, book report  
**Grade:** 15% final exam, 30% written reports/papers, 12% special projects, 20% quizzes, 20% in-class presentations, 3% Attendance  
**Exam format:** Essay  
**Course URL:** http://www.iles.umn.edu/faculty/bashiri/iraj.html

**Central Asian Studies**  
214 Nolte Center: 612/624-3331
Chem 1021 Chemical Principles I
(Sec 001, 009, 017, 025); 4 cr; prereq Grade of at least C- in 1011 or passing placement exam; intended for science or engineering majors; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom
Instructor: STAFF
Description: Chem 1021 and Chem 1022 are introductory undergraduate chemistry courses with lab. Lectures include chemical demonstrations. Together these two courses prepare students for majors in science, engineering, and the health sciences. Topics include atoms, molecules, and ions; types of chemical reactions and chemical stoichiometry; thermochemistry; atomic structure and the periodic table; ionic and covalent bonding; molecular shapes; an introduction to organic chemistry and polymers; the nature of gases, liquids and solids.
Class time: 50% lecture, 50% Laboratory
Work load: 40 pages of reading per week, 4 exams, 9 laboratory reports
Grade: 20% lab work, 80% Mid-term exams, final exam, problem sets
Course URL: http://www.chem.umn.edu/class/

Chem 1022 Chemical Principles II
(Sec 001, 009); 4 cr; prereq 1021 or equiv; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom
Instructor: STAFF
Description: Chem 1022 is an introductory undergraduate chemistry course with lab. Together, Chem 1021 and Chem 1022 prepare students for majors in science, engineering, and the health sciences. Lectures include chemical demonstrations. Major topics are properties of solutions; chemical kinetics, the study of the rates and mechanisms of chemical reactions; chemical equilibrium in the gas phase; equilibria in aqueous solutions, including acid-base equilibria; entropy and free energy; electrochemistry; transition metals and coordination chemistry; and selected topics. Environmental issues related to course topics are an integral part of this course. For example, the discovery of the depletion of the stratospheric ozone layer by chlorofluorocarbons (CFCs) is an important application of chemical kinetics.
Class time: 50% lecture, 50% Laboratory
Work load: 40 pages of reading per week, 4 exams, Nine lab reports
Grade: 20% lab work, 80% Mid-term exams, final exam, problem sets
Course URL: http://www.chem.umn.edu/class/

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

Chem 2311 Organic Lab
(Sec 001, 004); 4 cr; prereq 2302 or concurrent enrollment 2302;

Chicano Studies
2 Scott Hall: 612/624-6309

Chic 1102 Latinos in the United States: Culture and Citizenship
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom; meets HON req of Honors
Instructor: Ruiz, Jason Michael
Description: This course will provide students historical and cultural knowledge that will help on the complex and multi-layered relationship that Latinos have to the U.S., their country of origin, and the role that social, cultural, and political dynamics play as an influence on Latino identity, politics, and sense of belonging in the U.S. Cultural citizenship will serve as an overarching rubric.
Work load: 20-120 pages of reading per week, 12 pages of writing per semester

Chic 1102H Latinos in the United States: Culture and Citizenship
(Sec 001); 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: Ruiz, Jason Michael
Description: This course will provide students historical and cultural knowledge that will help on the complex and multi-layered relationship that Latinos have to the U.S., their country of origin, and the role that social, cultural, and political dynamics play as an influence on Latino identity, politics, and sense of belonging in the U.S. Cultural citizenship will serve as an overarching rubric.
Work load: 20-120 pages of reading per week, 12 pages of writing per semester

Chic 3212 La Chicana
(Sec 001); Credit will not be granted if credit has been received for: WOST 3410, CHIC 3212, WOST 3410, CHIC 3212, WOST 3410, CHIC 3212, WOST 3410; 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Fuentes, Claudia L
Description: This interdisciplinary examination of Chicanas in the US emphasizes the importance of historical context and cultural process to any discussion of Chicana experience. Readings, discussions, and lectures will address the historical presence of Chicanas in the US,
Chic 3221 Chicano Cultural Studies: Barrio Aesthetics and the
Aesthetics of Everyday
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets
CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Aguirre, Fernando Mauricio
Description: This class takes a cultural studies approach to
investigating the aesthetic dimensions of experience that inform and
are informed by the dynamic relationship between culture, class,
ethnicity, and power. Our goals in this class are: 1) to identify the
prevailing paradigms of cultural production among people of Mexican
descent in the United States, with particular regard to how they
are manifested in daily life; 2) to assess the relationship between these
forms and the spiritual and material conditions of the lives of
Chicanas/os; 3) to identify how everyday ways of seeing (perspective),
ways of thinking (analyzing), ways of knowing (epistemologies), and
ways of being (ontology) are an integral part of the art of living and are
encoded in language, style, speech, and social relationships.
Work load: 80-120 pages of reading per week

Chic 3374 Migrant Farmworkers in the U.S.: Families, Work, and
Advocacy
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets
CLE req of Social Science Core; meets DELM req of classroom
Instructor: Sass Zaragoza, Lisa
Description: This course focuses on the social, economic and legal
realities of migrant workers. We will study demographic shifts, laws
and policies, farmworker movements and other responses to the
conditions facing migrants in the contemporary economy. It looks at
the gendered nature of work and examines the way in which
commodities are produced and resistance is expressed within the
structures and traditions of an increasingly globalized system.
Work load: 100-200 pages of reading per week
Exam format: multiple choice and short answer

Chic 3507 Introduction to Chicana/o Literature
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets
CLE req of Literature Core; meets DELM req of classroom
Instructor: Mendoza, Louis Gerard
Description: This course serves as an introduction to Chicana/o
literature, its historical context, themes, structures, stylistics, and
genres. While not a comprehensive examination of Chicana/o
literature, studies of essay, autobiography, fiction (novels and short
stories), and poetry will illustrate the variety and richness of the
literature. Additionally, students will learn to apply critical interpretive
and writing skills in their study of Chicana/o literature. These skills will
allow them to assess the content and style of Chicana/o literature
according to various criteria including gender, sexuality, class,
race/ethnicity, region, nation, ideology, language, etc.

Chic 3852 Chicano/o Politics
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets
DELM req of classroom
Instructor: Duenes, Michael
Description: This course examines the role of Chicano communities in
shaping local, state, and national politics in the United States. The
political histories and political organizational strategies of Chicanos
and other major Latino national-origin groups will be studied, as well as
the forms of political organization they have utilized, public policy
issues of concern to Latinos; and the electoral impact of Latino votes.
Work load: 80-120 pages of reading per week

Chic 4310 Chicanas/os and the Law
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: STAFF
Description: This course surveys the status of Chicanas and
Chicanos in the Law. A wide realm of case law and articles introduce
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Chic 3231 Chicano Cultural Studies: Barrio Aesthetics and the
Aesthetics of Everyday
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets
CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Aguirre, Fernando Mauricio
Description: This class takes a cultural studies approach to
investigating the aesthetic dimensions of experience that inform and
are informed by the dynamic relationship between culture, class,
ethnicity, and power. Our goals in this class are: 1) to identify the
prevailing paradigms of cultural production among people of Mexican
descent in the United States, with particular regard to how they
are manifested in daily life; 2) to assess the relationship between these
forms and the spiritual and material conditions of the lives of
Chicanas/os; 3) to identify how everyday ways of seeing (perspective),
ways of thinking (analyzing), ways of knowing (epistemologies), and
ways of being (ontology) are an integral part of the art of living and are
encoded in language, style, speech, and social relationships.
Work load: 80-120 pages of reading per week

Child Psychology
104 Child Development: 612/624-0526
CPsy 2301 Introductory Child Psychology
(Sec 008); 4 cr; prereq 4 cr intro psych; meets CLE req of Social
Science Core; meets DELM req of classroom
Instructor: Warren, Henriette
Description: This undergraduate survey course will examine social
and cognitive development from the prenatal period through
adolescence. The major goals include fostering an understanding of
the usefulness of a developmental approach to psychological issues,
and familiarizing students with current research and methodology in
child psychology. This course emphasizes normal physical, cognitive,
emotional, and social development. Class sessions will include a
mixture of lectures, discussion, videos, and group activities.
Class time: 80% lecture, 10% Discussion, 10% instructional videos
Work load: 40-50 pages of reading per week, 5-6 pages of writing per
semester, 4 exams, 2 papers
Grade: 50% mid-semester exam(s), 20% final exam, 15% written
reports/papers, 5% class participation, 10% lab work
Exam format: multiple choice

CPsy 3301 Introductory Child Psychology for Social Sciences
(Sec 008); 4 cr; meets DELM req of classroom
Instructor: Sera, Maria D
Description: This course is designed to introduce students to the
study of child development. Psychologists undertake this study from a
variety of theoretical perspectives, and with different methodologies.
Topics range from prenatal and brain development to achievement in
school and social relationships. No topic will be covered in depth,
instead a general overview of the issues and findings will be provided.
Class time: 100% lecture
Work load: 2 exams
Grade: 30% mid-semester exam(s), 30% final exam, 40% In-class
activities

CPsy 3301 Introductory Child Psychology for Social Sciences
(Sec 001); 4 cr; meets DELM req of classroom
Instructor: Warren, Henriette
Description: This undergraduate survey course will examine social
and cognitive development from the prenatal period through
adolescence. The major goals include fostering an understanding of
the usefulness of a developmental approach to psychological issues,
and familiarizing students with current research and methodology in
child psychology. This course emphasizes normal physical, cognitive,
emotional, and social development. Class sessions will include a
mixture of lectures, discussion, videos, and group activities.

CPsy 3308 Introduction to Research Methods in Child Psychology (Sec 001); 4 cr; A-F only; prereq 2301, Psy 1001; meets DELM req of classroom
Instructor: Karatekin, Canan
Class time: 100% lecture

Exam format: multiple choice

CPsy 4302 Infant Development (Sec 001); 4 cr; A-F only; prereq 2301 or instr consent; meets DELM req of classroom
Instructor: Yonas, Albert
Description: The goal of this course is to survey the field of infant development, its theories and methods. The course will concentrate on the period that begins with conception and ends at two years of life. The first part of the course will deal with the first year of life, including prenatal development, physical, neurological, motor and perceptual development. The second part of the course will focus on cognitive and social development. This part will also explore the development of language and memory. The final part of the course will deal with social development. It will include topics such as parent-child attachment, temperament, and the effects of environmental deprivation and enrichment. The course emphasizes methodological hazards that should be attended to in making inferences about infant function and development.
Class time: 80% lecture, 20% Discussion
Work load: 20 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers
Grade: 40% final exam, 30% written reports/papers, 30% quizzes
Exam format: Short Answer Essay

CPsy 4303 Adolescent Psychology (Sec 001); 4 cr; A-F only; prereq Psy 1001; meets DELM req of classroom
Instructor: Warren, Henriette
Description: This undergraduate course examines psychological development during adolescence. The major goals include 1) gaining an understanding of the major theoretical perspectives on adolescent development, 2) identifying biological, cognitive and social processes of adolescence and the ways in which they interact to influence development, 3) recognizing the role that contextual factors play in shaping adolescent experiences, and 4) gaining familiarity with prominent research methods used in conducting studies of adolescent development. Class sessions will include a mixture of lectures, discussion, videos, and group activities.
Class time: 80% lecture, 10% Discussion, 10% instructional videos
Work load: 50-60 pages of reading per week, 14-15 pages of writing per semester, 3 exams, 3 papers
Grade: 45% mid-semester exam(s), 20% final exam, 30% written reports/papers, 5% class participation
Exam format: multiple choice

CPsy 4347W Senior Project (Sec 001); 2 cr; A-F only; prereq CPsy sr; 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
Exam format: no exams
Course URL: http://webct.umn.edu/

CPsy 4993 Directed Instruction in Child Psychology (Sec 001, 002); 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-Mc Loone, Ann
Description: This course is for students gaining Early Childhood Licensure. This course covers: (1) the historical and philosophical foundations of Early Childhood Education; (2) Familiarizes students with various observation tools; and (3) Familiarizes students with public policy, legislation, and its impact on children.
Class time: 40% lecture, 40% Discussion, 20% Laboratory
Work load: 30 pages of reading per week, 3 papers, 8 observations
Grade: 10% final exam, 30% written reports/papers, 20% special projects, 40% lab work
Exam format: Take home

CPsy 4994 Directed Research in Child Psychology (Sec 001-017); 1-4 cr; max crs 8, 8 repeats allowed; prereq 4 cr 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, etc.
Class time: 10% Discussion, 90% Laboratory
Work load: 3 lab hours per credit per week
Grade: 20% special projects, 70% lab work, 10% problem solving

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

Chinese
453 Folwell Hall: 612/625-6534
Chn 1011 Beginning Modern Chinese (Sec 001, 005, 050); Credit will not be granted if credit has been received for: CHN 4003, CHN 4003; 5 cr; prereq 1012 or 1015 or equiv or instr consent; meets DELM req of classroom
Instructor: Liu, Zhigang
Description: This is the first half of a two-semester sequence in first-year modern standard Chinese (Mandarin). It is designed for students who have completed Chn 1012 or 1015 at the U of M, or the equivalent. It will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims at helping students enlarge their vocabulary and learn more complex sentence structures. Students will also be trained to write good compositions to express their views. Those who have not completed Chn 1012 or 1015 at the U of M, but wish to enroll in this course, need the instructor's approval. Textbook: "Integrated Chinese: Level 2," by Yuehua Liu, et al., Cheng & Tsui Company, 1997.

Chn 3021 Intermediate Modern Chinese (Sec 001, 050); Credit will not be granted if credit has been received for: CHN 4003, CHN 4003; 5 cr; prereq 1012 or 1015 or equiv or instr consent; meets DELM req of classroom
Instructor: Liu, Zhigang
Description: This is the first half of a two-semester sequence in second year modern standard Chinese (Mandarin). It is designed for students who have completed Chn 1012 or 1015 at the U of M, or the equivalent. It will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims at helping students enlarge their vocabulary and learn more complex sentence structures. Students will also be trained to write good compositions to express their views. Those who have not completed Chn 1012 or 1015 at the U of M, but wish to enroll in this course, need the instructor's approval. Textbook: "Integrated Chinese: Level 2," by Yuehua Liu, et al., Cheng & Tsui Company, 1997.

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

Class time: 20% lecture, 60% Discussion, 20% Q & A; role play; group activities; video
Work load: 5-8 pages of reading per week, 10 pages of writing per semester, 2 exams, Taped speech (once every three weeks)
Grade: 15% mid-semester exam(s), 15% final exam, 20% quizzes, 20% in-class presentations, 25% class participation, 0% Homework
Exam format: Speaking, listening, reading, writing
Course URL: http://www.all.umn.edu/chinese_language

Chn 3201 Chinese Calligraphy (Sec 050, 051); 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. Instructor has published the calligraphic book and will use it in the class.

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

Chn 4001 Beginning Modern Chinese (Sec 001, 005, 050); Credit will not be granted if credit has been received for: CHN 1011, CHN 1011, CHN 1011, CHN 1011; 3 cr; prereq [passing score on GPT in another language or grad student]; meets DELM req of classroom
Instructor: STAFF
Description: This 4xxx-level course is a special option for qualified students to take the 1xxx-level Beginning Modern Chinese course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language, or if you are a graduate student, you may register for Beginning Modern Chinese under the 4001 course
number for 3 credits. Credit will not be granted if credit has been received for Chn 1011. See the course guide description for Chn 1011.

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

**Chn 5040 Readings in Chinese Texts**  
*(Sec 001)*; 3 cr; max crs 12, 3 repeats allowed; prereq 3032 or equiv or instr consent; meets DELM req of classroom  
**Instructor:** Zou, Zhen !!CLA-Work Group Outstdg Svc Awd!!  
**Description:** This course will expose advanced students of Chinese to various Chinese writings and improve their ability to read Chinese literature and work in the context of Chinese language. In this course we will study writings of different styles in contemporary China, including essays, short stories, and poems written since 1950 to the present, with an emphasis on the 1980s and 1990s, one of the peak times in 20th-century Chinese literature. These writings reflect a changing Chinese society. The aspects of Chinese culture and society covered in this course include the Cultural Revolution, major Chinese cities, transportation, entertainment in the countryside, new poetry, middle-aged men, and so on. The lectures and discussions will focus on the use of the language, the contents of the texts, and the Chinese cultural and philosophical messages found in those works. The 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

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

**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:** Novak, Paige J  
**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, 4 pages of writing per semester, 3 exams, 2 papers, 4 each; homework and quizzes  
**Grade:** 60% mid-semester exam(s), 10% written reports/papers, 10% quizzes, 20% problem solving  
**Exam format:** Short answer and problems

**CE 4401 Steel and Reinforced Concrete Design**  
*(Sec 001)*; 4 cr; A-F only; prereq Grade of at least C- in 3401, concurrent enrollment 3402, [upper div IT or grad student]; meets DELM req of classroom  
**Instructor:** Hajjar, Jerome F.  
**Description:** This course provides a thorough introduction to the design of building and bridge structures made of steel and concrete, and teaches critical basic aspects of structural engineering for students interested in all branches of civil engineering. Design procedures from the current national building specifications are derived and explained, and engineering design calculations as well as discussion of the behavior of structures subjected to dead, live, snow, and wind loading are highlighted in the weekly problem assignments. Comprehensive coverage is given to the design of beams, columns, and beam-columns made of either steel or reinforced concrete, and an introduction to the design of connections and to complete structural systems is provided. A strong understanding of deformable body mechanics and linear structural analysis is a necessary prerequisite.  
This course is required of all Civil Engineering majors, and is a necessary course to take before several of the elective courses in structural engineering. Students interested in emphasizing in structural engineering should seek to take this course in Spring of their junior year. Students from other majors are encouraged to take this course if they seek a detailed understanding of basic structural design of steel and concrete structures.  
**Class time:** 80% lecture, 20% Discussion  
**Work load:** 40 pages of reading per week, 20 pages of writing per semester, 4 exams  
**Grade:** 20% midterm exam(s), 40% final exam, 40% problem solving  
**Exam format:** Solving engineering analysis and design problems, and writing short answers to essay questions  
**Course URL:** http://www.ce.umn.edu/classes/

**CE 4411 Matrix Structural Analysis**  
*(Sec 001)*; 4 cr; A-F only; prereq [Grade of at least C- in [3101, 3401] or in a CSci programming course], [upper div IT or grad student] or instr consent; meets DELM req of classroom  
**Instructor:** Stolarski, Henryk Konstanty  
**Description:** The purpose of the course is to introduce the students to the contemporary methods of matrix analysis of structures and their implementation on the computers. It is done in the context of linear structural analysis, knowledge of which is one of the prerequisites of the course. The second prerequisite is some familiarity with a computer programming language, since the students are required to write a computer program for analysis of truss and frame structures. In addition to that program, there are about eight homework assignments and the final computational project. Successful completion of the course should provide sufficient basis for writing individual structural analysis computer codes and for knowledgeable use of the commercial codes, widely available in engineering practice. The course is designed mainly for structural engineering majors. Students in related areas, such as mechanical engineering, aerospace engineering or architecture, who have some interest in structures may find this course useful as well.  
**Class time:** 100% lecture  
**Work load:** 1 exams, 2 papers, 8 homework assignments  
**Grade:** 35% mid-semester exam(s), 20% written reports/papers, 25% special projects, 20% problem solving  
**Exam format:** Derivation of formula

**CE 4511 Hydraulic Structures**  
*(Sec 001)*; 4 cr; A-F only; prereq 4501; meets DELM req of classroom  
**Instructor:** Stefan, Heinz G  
**Description:** In this course we explain, illustrate and practice hydraulic design procedures. We apply fluid machanics to the design of water conveyance and control structures. Examples are culverts, spillways, dropstructures, bridge crossings, storm water detention basins, river control works, earthen embankment dams and levees. We study past and current projects carried out as St. Anthony Falls laboratory.
Several practicing engineers make guest presentations. We go on a field trip to visit a lock and dam site on the Mississippi River. The class is a technical elective course for undergraduate seniors in Civil Engineering, MS or MCE graduate students and junior practicing engineers.

**Class time:** 65% lecture, 10% Discussion, 25% Laboratory  
**Work load:** 40 pages of reading per week, 1 exams, 1 papers, One problem (design) assignment per week.  
**Grade:** 40% final exam, 10% written reports/papers, 50% problem solving

Exam format: Problem sets.

**CE 5212 Transportation Policy, Planning, and Deployment**  
(Sec 001); 3 cr; prereq 3201 or equiv; meets DELM req of classroom  
**Instructor:** Levinson, David M  
**Description:** CE 5212 applies planning theory to transportation. It is oriented to first-year graduate students and seniors intending to concentrate in transportation, and while aimed at engineers and planners, is open to other interested students. Topics include: The Long View in Transportation, Constructing and Deconstructing, Transportation Plans, Topology and Graph Theory, Traffic Assignment, Network Design, Accessibility and Measuring Network Performance, Things People Do in Time and Space, Transportation Supply Management, Transportation Demand Management, Transportation, The Environment and Energy, Quality of Life and Traffic Calming, Special Needs (Children, Elderly, Disabled). Papers and Assignments include Analyzing the historic life-cycle of a transportation technology, measuring accessibility on networks with GIS, analyzing travel and activity behavior, and examining the effects of a particular transportation policy or set of policies in the Twin Cities area. Texts will likely include Meyer and Miller, "Urban Transportation Planning: A Decision Oriented Approach," and "The Geography of Urban Transportation," Hanson, ed., as well as CE 5212 Reader.

**Class time:** 50% lecture, 50% Discussion  
**Work load:** 150 pages of reading per week, 60 pages of writing per semester, 3 papers  
**Grade:** 75% written reports/papers, 25% class participation

Course URL: [http://www.ce.umn.edu/~levinson/ce5212.html](http://www.ce.umn.edu/~levinson/ce5212.html)

**CE 5591 Environmental Law for Engineers**  
(Sec 001); 3 cr; A-F only; prereq upper div IT or grad or instr consent; meets DELM req of classroom  
**Instructor:** Braaten, Bruce C  
**Description:** The intent of this course is to introduce the regulatory programs and legal terminology for specific Federal environmental laws and regulations. An overview of the framework of each of the following laws and regulations is presented: National Environmental Policy Act, Safe Drinking Water Act, Hazardous Waste, Underground Storage Tanks, Leaking Underground Storage Tanks, Clean Water Act, Superfund, and the Clean Air Act. As time allows, the Federal laws and regulations are supplemented by parallel Minnesota statutes, rules, and case law. Legal requirements for obtaining particular permits, utilizing a particular contaminant removal technology, and contaminated site cleanup, within particular laws and regulations, are highlighted. The course is presented from the perspective of what a technical environmental professional needs to know. This course targets audience is technical (environmental engineer, chemist, hydrogeologist, etc.) environmental majors or professionals. Students must be either upper division undergraduate, graduate or professional.

**Class time:** 90% lecture, 10% Discussion  
**Work load:** 30 pages of reading per week  
**Grade:** 40% mid-semester exam(s), 50% final exam. 10% problem solving

Exam format: Short answer/essay

Course URL: [http://webct.umn.edu](http://webct.umn.edu)

**CICv 3950 Topics in Classical Civilization**  
(Sec 001); 3-4 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom  
**Instructor:** Asher, Catherine B  
**Description:** This course will focus on the Art of Islam from the origins of Islam to the 21st Century, covering much of the Islamic world. Focus will be on architecture and painting, among other arts. The cultural, political and religious milieu, as well as the role of the patron under which art works were created, will be discussed. The material will be approached geographically and chronologically: throughout the course the features and themes that unify the diverse artistic trends and styles produced throughout the Islamic world will be discussed.

**Class time:** 80% lecture, 20% Discussion  
**Work load:** 20 pages of reading per week, 15 pages of writing per semester, 3 exams, 2 short papers  
**Grade:** 25% final exam, 45% written reports/papers, 30% quizzes

Exam format: Short essay

**Classical and Near Eastern Studies**

**CINES 1042 Greek and Roman Mythology**  
(Sec 001); Credit will not be granted if credit has been received for: CLAS 1142, CLAS 1042H, CINES 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:** Krevans, Nita  
**Description:** A survey of Greek and Roman mythology, including near eastern parallels and influences. We will use both ancient and modern primary sources to study the gods, heroes and monsters whose stories continue to influence the production of art and literature in the modern world. Readings include Greek tragedy, Homer, the epic of Gilgamesh, and Ovid, as well as extended excerpts from numerous ancient authors. Lectures include slides and film clips to permit an understanding of visual representations of the mythic world.

**Class time:** 50% lecture, 50% Discussion  
**Work load:** 80 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, creative writing assignments; in-class writing; quizzes  
**Grade:** 20% mid-semester exam(s), 30% final exam, 15% written reports/papers, 35% class participation, 0% class participation includes quizzes and writing assignments

Exam format: short answer/essay

Course URL: [http://webct.umn.edu](http://webct.umn.edu)

**CINES 1042H Honors Course: Greek and Roman Mythology**  
(Sec 001); Credit will not be granted if credit has been received for: CLAS 1042, CINES 1042; 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:** Krevans, Nita  
**Description:** A survey of Greek and Roman mythology, including near eastern parallels and influences. We will use both ancient and modern primary sources to study the gods, heroes and monsters whose stories continue to influence the production of art and literature in the modern world. Readings include Greek tragedy, Homer, the epic of Gilgamesh, and Ovid, as well as extended excerpts from numerous ancient authors. Lectures include slides and film clips to permit an understanding of visual representations of the mythic world.

**Class time:** 50% lecture, 50% Discussion  
**Work load:** 80 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, creative writing assignments; in-class writing; quizzes  
**Grade:** 20% mid-semester exam(s), 30% final exam, 15% written reports/papers, 35% class participation, 0% class participation includes quizzes and writing assignments

Exam format: short answer/essay

Course URL: [http://webct.umn.edu](http://webct.umn.edu)
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course will be able to consider how wrong he was. Constantine is at the centre of this course, but there is more to him, and to the course, than his religious revolution. We will range over the politics and culture of the years between about 250 and 365 A.D., considering the political and economic crisis of the Roman Empire in the 3rd century and its resolution by Constantine's immediate predecessors. Neoplatonic philosophy, the last Great Persecution of the Christians, art and literature as well as such phenomena as the rise of monasticism and the popularity of pilgrimage to the Holy Land. Nor will our focus be wholly on the Mediterranean Basin. We will use Persian sources to consider the politics, religion (Zoroastrianism) and art of the other great empire of the era, the Sassanian monarchy which ruled what is now modern Iran, Iraq and Afghanistan. We will consider the Germanic barbarians who threatened the Roman frontiers on the Rhine and Danube rivers. This vast diversity of folk we will read about, so far as is possible, in texts written at the time.

Class time: 100% lecture and discussion
Work load: 2 exams, 1 papers
Grade: 10% mid-semester exam(s), 40% final exam, 50% written reports/papers
Exam format: "gobbets" - passages of ancient authors set for comment

CNES 3201 The Bible: Context and Interpretation
(Sec 001); Credit will not be granted if credit has been received for: RELA 3201, ANE 3001, ANE 1001, RELA 3201, CNES 3201, CNES 1201, RELA 3201, CNES 1201, JWST 1201, JWST 3201; 3 cr; prerequisite Knowledge of Hebrew not required; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Levinson, Bernard M
Description: The course attempts to "get behind" the overlay imposed by modern culture upon the Old Testament/Hebrew Bible and to read it on its own terms. In order to do so, students will explore the fascinating literature and religion of the ancient Near East. We will read texts from ancient Mesopotamia, Canaan (Ugarit), and Israel, and discuss both the ideas found in them and their literary artistry. After investigating the literature of Israel's neighbors, we will read biblical literature in dialogue with these stories, intellectually analyzing the narratives of the creation of the world, the origin of life, the great flood story, the idea of divine revelation, and the significance of law. Specific topics to be dealt with include: God, creation, fate, the point of human life, and the meaning of history. The course teaches students how to read closely and to think critically about the meaning of a text. Students will be asked to read primary sources for specific questions of content and meaning, frequently with the help of assignment sheets, and to learn a methodology for deciding between right and wrong answers. The skills thereby learned will assist students with any other course in the Liberal Arts. The assumptions of the course are academic and secular, as required by the First Amendment. All texts and all religious traditions will be examined analytically.
Class time: 80% lecture, 20% Discussion
Work load: 35-40 pages of reading per week, 10 pages of writing per semester, 3 exams, 2 papers, Explanation: Two mid term exams plus final exam; students have opportunity to revise each of the two essays.
Grade: 25% final exam, 25% written reports/papers, 40% Two mid-terms exams @ 20% each; 10% regular homework assignments
Exam format: Combination of multiple choice (50%) and Blue Book essay (50%)

CNES 3321 Ships and Seafaring: An Introduction to Nautical Archaeology
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: STAFF
Description: The archaeology of ships from the Mediterranean to the Great Lakes. Discussion of the method and theory of underwater archaeology, using examples from antiquity to modern times - Egyptian solar barges, ancient warships, oceanic freighters. Considers all aspects of nautical culture, including routes, and trade, using the evidence of ship construction, materials, cargoes.

CNES 3951W Major Project
(Sec 001); 4 cr; prerequisite Three 3xxx ANE courses, [major in ANE or CNEA or ReIS] 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.

CNES 5013 Introduction to Roman Law
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Sheets, George A
Description: This course is intended to serve as a general introduction to Roman private law. The initial part of the semester will be spent introducing: (1) the sources of Roman private law, (2) private law procedure, with a focus on the formulary system of the Roman Republic, and (3) Roman legal literature and the juristic tradition. We will then turn to a more detailed consideration of two substantive areas of Roman private law, spending approximately 5 weeks on each. These areas will be: (A) Roman family law; and (B) the Roman law of delicts (essentially what the common law calls "torts"). These two substantive areas will be explored by means of the "case-book" method; in-class discussion of issues arising from actual Roman fact situations.
Class time: 35% lecture, 65% Discussion
Work load: 40-50 pages of reading per week, 3 exams, There will be one in-class test and two take-home examinations. The take-home examinations will require legal analysis of potential legal disputes in the form of fictional and/or historical fact pattern(s).
Grade: 30% mid-semester exam(s), 10% class participation, 60% The problem solving assignments are the take-home exams
Exam format: short answer and essay

CNES 5051 Before Herodotus: History and Historiography of Mesopotamia and the Ancien
(Sec 001); Credit will not be granted if credit has been received for: HIST 5051, HIST 5051, HIST 5051; 3 cr; A-F only; prerequisite Prev coursework in Ancient Near Eastern history recommended; meets DELM req of classroom
Instructor: von Dassow, Eva
Description: This seminar focusses on sources and methods in ancient Near Eastern history. The course examines the historical traditions and historiographic texts of Mesopotamia and neighboring regions of the ancient Near East, and investigates how modern historians use these sources to construct knowledge of the ancient Near Eastern past. A secondary emphasis is on the relationship between indigenous Near Eastern historical traditions and the works of classical historians such as Herodotus. Students will read some of the most important primary sources for the history of the ancient Near East, in translation, and practice applying historical methods in studying these sources. In order to develop critical understanding of modern histories of the ancient Near East, as well as to explore different methods and approaches to the study of the past, students will read secondary literature which engages in discussion of theoretical issues in the study of ancient history. The term encompasses the lands of Southwest Asia and Northeast Africa from the Neolithic until the Roman Empire, too large an area and too long a span of time to cover within the framework of a 15-week seminar. Hence the course will focus on Mesopotamia during the third through first millennia BCE. However, students will be encouraged to study, and write papers about, ancient Israelite, Egyptian, Persian, and Anatolian sources as well as Mesopotamian ones.
Class time: 50% lecture, 50% Discussion
Work load: 75-100 pages of reading per week, 35-40 pages of writing per semester, 7 papers
Grade: 80% written reports/papers, 5% in-class presentations, 15% class participation

CNES 5112 Archaic and Classical Greek Art
(Sec 001); 3 cr; prerequisite Jr, Class/ArtH 5111; meets DELM req of classroom
CNES 5182 Art and the State: Public Art in the Roman Empire
(Sec 001); Credit will not be granted if credit has been received for: ARTH 5182; 3 cr; prereq Intro art history course or instr consent; meets DELM req of classroom
Instructor: McNally, Sheila J
Description: This course considers the role that art played in the public life of Roman Citizens during the Empire. It is divided into two roughly equal parts. The first considers developments during the reign of the first emperor, Augustus, and the second looks at various later developments. During the first half of the course there will be 40 to 50 pages of reading per week. In the last half, students will be working on their own projects. Course assignments will include one short written bibliographical report, and a much longer research project including a preliminary statement, an oral report, and a final paper (aprox 15 pages)The course is 'web-assisted': i.e., some work will be one in Web Ct. More information about the course can be obtained on the Web. At present, course information can only be accessed through UMN.WEBCT.EDU, but it should soon be available through both the Art History and the Classics website.

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

Communication Studies
225 Ford Hall: 612/624-5800
Comm 1101 Introduction to Public Speaking
(Sec 001-021); 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, clavity 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 1313W 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. COMM 1313 has been designated a writing intensive course that is required of all speech-communication majors. Specific writing assignments will vary from course to course. All instructors are encouraged to include at least one writing assignment that involves making an explicit argument that advocates some fact, policy, value, etc., and at least one that involves making an explicit evaluation of an argument using the tools of argument analysis taught in class.
Comm 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
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: Browne, Donald R

Description: We'll be covering several aspects of electronic media in the US: history, regulation, program decision-making, impact of media on their audiences, ethnic minorities and the media, and what the future holds (webTV, interactive TV, etc.) Even if most of you never will appear before a camera or a microphone (professionally, at least!), what we'll cover should give you a pretty fair idea of why we get what we get, and if you don't like some of it, what you can do about it. Old 3211 exams will be available throught WebCT. The course will be web-enhanced; URL will be announced on 1st class day

Class time: 90% lecture, 10% Discussion

Work load: ~40 pages of reading per week, ZERO pages of writing per semester, 3 exams

Grade: 0% three non-cumulative exams, each of equal weight

Exam format: combination of multiple choice and T-F questions

Comm 3401 Introduction to Communication Theory (Sec 001); 3 cr; prereq 1101; meets DELM req of classroom

Instructor: Hewes, Dean E

Description: In this course we discuss theories of communication from a social scientific point of view. The nature of theory, its functions, and its relationship to research are discussed first. The largest portion of the course centers on broad categories of theories widely utilized across the curriculum in areas such as interpersonal small group, organizational, intercultural and mass communication. Students learn to identify and critique these theories in research articles. These skills are very useful in 5xxx-level classes.

Class time: 70% lecture, 30% Discussion

Work load: 50 pages of reading per week, 20 pages of writing per semester, 3 exams, 2 papers

Grade: 30% mid-semester exam(s), 30% final exam, 25% written reports/papers, 10% special projects, 5% article approval

Exam format: Multiple choice, true/false, short answer

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. Comm 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 paper

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 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. COMM 3411 is designed to help undergraduates improve their group communication skills. The emphasis is on the practical details of communication in groups, with emphasis both on maintaining positive relationships with other group members and on sharpening critical skills.

Class time: 30% lecture, 20% Discussion, 50% group exercises

Work load: 50 pages of reading per week, 2 exams, 3 papers

Grade: 20% mid-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 3451W Intercultural Communication: Theory and Practice (Sec 001); 3 cr; prereq Planning an intercultural experience; meets CLE req of International Perspectives Core; meets DELM req of classroom

Instructor: STAFF

Description: The course is designed for students who are preparing...
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 papers, 1 other journal  
Grade: 40% written reports/papers, 40% in-class presentations, 20% class participation  

Comm 3601 Introduction to Rhetorical Theory  
(Sec 001); 3 cr; prereq 1101; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Publ Ethics Theme; 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 opportunities to speak in ways unimaginable in Greek Antiquity, new technologies have transformed how we experience public speaking, and new genres of rhetorical practice have emerged that expand the domain of rhetoric beyond oratory. To explore the similarities and differences between the foundational thinkers of rhetorical studies and our present situation, this class will introduce rhetorical theory by highlighting 4 key models of rhetorical theory. Students will learn to identify the elements of these models lurking in contemporary public culture as well as learn how contemporary public culture provides challenges to the foundational models of rhetorical theory. This course will be web enhanced but the URL is not yet available.  
Class time: 80% lecture, 20% Discussion  
Work load: 50-75 pages of reading per week, 5 exams  
Grade: 38% final exam, 50% quizzes, 12% class participation  
Exam format: multiple choice, Final has short answer comprehensive section  

Comm 3615 Argumentation  
(Sec 001); 3 cr; prereq Soph; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom  
Instructor: STAFF  
Description: This course extends the principles of COMM 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: COMM 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, 002); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: STAFF  
Description: Communication theories and principles that underlie the concept of freedom of speech in the United States. A variety of contexts and practices are examined in order to understand how communicative interaction should be described and, when necessary, appropriately regulated.  

Comm 3990 Research Practicum  
(Sec 001); 1-3 cr; max crs 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 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 5233W Electronic Media and National Development (Sec 001); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Browne, Donald R
Description: We'll cover the many uses made of the electronic media (radio, TV, internet) to address various societal problems encountered in national development; political disunity, chronic health problems, poor educational systems, and much else. Much of our attention will be on 'Third World' (industrially less-developed) nations. We'll be considering a number of specific experiences with this sort of media usage, including both good and bad examples. The major paper for the course will include the examination of a specific societal problem in a specific nation and the development of a project that is designed to deal with that problem through the use of one of the electronic media. (Each student chooses which problem, nation and medium to study.) There are a couple of short quizzes, but otherwise all of the graded assignments are in the form of papers, ranging from one page to 25. There also will be ungraded drafts of a couple of the papers, and individual meetings with me to help prepare them. This is an advanced upper-division and very writing-intensive course; spelling, grammar, punctuation and clarity of expression and organization are important elements in determining grades, so come prepared to do a lot of writing (and classroom discussion of the readings)!
Class time: 50% lecture, 40% Discussion, 10% individual meetings
Work load: ~20-30 pages of reading per week, ~50 pages of writing per semester, 2 exams, 4 papers
Grade: 85% written reports/papers, 5% quizzes, 5% in-class presentations, 5% class participation
Exam format: short answer

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 practical, 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.htm

Comm 5421 Quantitative Methods in Communication Research (Sec 001); 3 cr; A-F only; prereq 3401 or instr consent; meets DELM req of classroom
Instructor: Hewes, Dean E
Description: Spch 5421 is a conceptual introduction of social science research methods for both undergraduates and graduates. The methods emphasized include both general material and material of special interest to communication research, especially the development and utilization of coding schemes. Topics include beginning descriptive and inferential statistics, but the primary focus is on assessing the reliability and validity of operational organizations and **levels of measurement.** Problems and how to handle them. Students need only basic mathematical skills. There is some hand computation, but most involves the use of the SPSS computer package. Four outside lab sessions of approximately 1/2 hour each train students in the use of this statistical software.
Class time: 80% lecture, 20% Laboratory
Work load: 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers
Grade: 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% lab work
Exam format: Essay

Comm 5451W Intercultural Communication Processes (Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Albert, Rosita D
Description: When people from different cultures meet and interact there are many factors that affect the success of the situation. This course provides an overview of the theory and research in the field of intercultural communication. Designed for seniors and graduate students, this course explores issues of perception, attribution, dimensions of cultural difference, prejudice, stereotypes, verbal and nonverbal cultural differences, conflict and negotiation styles, immigrant adaptation, and other social scientific theories related to culture interaction.
Class time: 50% lecture, 50% Discussion
Work load: 55 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 60% final exam, 30% written reports/papers, 10% class participation
Exam format: essay questions

Comm 5617 History and Criticism of U.S. Public Discourse: 1630-1865 (Sec 001); 3 cr; prereq Jr; meets DELM req of classroom
Instructor: Wilson, Kirt H !Arthur Motley Exemplary Tch Aw!!
Description: This class perceives the past as a series of uncertain moments when interested parties used discourse to establish, maintain, or revive power. It asks two questions: How did early Americans use persuasion to manage the uncertainty of the New World experience, and how do we analyze the public discourse of previous eras? Focusing primarily on speeches, pamphlets, sermons, and public debates, it surveys U.S. public discourse from the seventeenth century to the Civil War. Our objectives are: to develop rhetorical interpretations of dominant social and political forces, to examine the patterns of persuasion that these forces spawned, to consider, from a rhetorical perspective, this nation's enduring themes, to practice and test the theoretical concepts prevalent in communication scholarship. Juniors, Seniors, and graduate students are welcome. You can write a senior project in this course.
Class time: 80% lecture, 20% Discussion
Work load: 50-80 pages of reading per week, 30 pages of writing per semester, 1 exams, 4 papers
Grade: 20% final exam, 60% written reports/papers, 10% special projects, 10% class participation

This information is accurate as of: 4/6/2005 at 11:38 AM
CSci 1107 Introduction to FORTRAN Programming for Scientists and Engineers
(Sec 001); 3 cr; prereq Math 1271 or Math 1371; meets DELM req of classroom
Instructor: Swanson, Charles D
Description: This course will cover the principles of computer programming and algorithm development using Fortran. Topics include introduction to computers and computing, program development, Fortran programming language syntax, and elementary numerical methods for scientists and engineers.
Class time: 100% lecture
Work load: 3 exams, One programming assignment per week
Grade: 30% mid-semester exam(s), 25% final exam, 45% Programming assignments

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, C/C++ programming language syntax, and elementary numerical methods for scientists and engineers. The prerequisite of one semester of calculus indicates the level of mathematical reasoning used in the class.
Class time: 50% lecture, 50% Laboratory
Work load: 4 exams, One lab assignment per week
Grade: 25% mid-semester exam(s), 25% final exam, 50% lab work
Exam format: Problems
Course URL: http://www-users.itlabs.umn.edu/classes/Fall-2005/csci1113

CSci 1901 Structure of Computer Programming I
(Sec 001, 010); 4 cr; prereq concurrent enrollment Math 1271 or equiv or instr consent; meets DELM req of classroom
Instructor: Dovolis, Chris John
Description: CSci 1901 is the first required course for Computer Science majors. CSci 1901 is a prerequisite for CSci 1902 and many other CSci courses. Therefore, students planning to major in computer science and non-majors who plan to take other more advanced computer science courses should take CSci 1901 first. CSci 1901 is a challenging course that covers many fundamental programming and software design principles in a practical manner. The following topics are covered: data abstraction, data representations, procedural abstraction, recursion, iteration, lists, tables, intro to object oriented programming and intelligent data. The Scheme programming language is used to implement programs using these concepts. The text for the course is Abelson and Sussman’s "Structure and Interpretation of Computer Programs." CSci 1901 is very time consuming, and the pace is quick. Be sure to allot plenty of time for this course. There is a very large programming component to this course. Students may work in pairs on programming assignments.
Class time: 70% lecture, 30% Discussion
Work load: 25 pages of reading per week, Ten programming assignments
Grade: 30% mid-semester exam(s), 30% final exam, 40% Programming assignments
Exam format: Programming
Course URL: http://www-users.itlabs.umn.edu/classes/Fall-2001/csci1902

CSci 3081W Program Design and Development
(Sec 001); 4 cr; prereq [1902, 2021] or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Barry, Phillip
Description: CSci 3081 is a course on program design and development. It has a number of purposes: (1) to help students become better programmers; (2) to teach program "design"; (3) to acquaint students with software tools that assist program design and development; (4) to teach the programming language C++; (5) to provide basic theoretical background in programming languages, software engineering, and related fields (this will provide students with useful theoretical information that they can apply in their programming). CSci 3081 is also a writing intensive course, and as such, will provide students a chance to do a number of writing exercises focused on computer-related topics.
Class time: 70% lecture, 20% Discussion, 10% in class exercises
Work load: 50 pages of reading per week, homework (biweekly) + final project + writing assignments
Grade: 10% mid-quarter exam(s), 20% final exam, 15% written reports/papers, 10% special projects, 10% quizzes, 35% Programming
CSci 4061 Introduction to Operating Systems (Sec 001; 4 cr; prereq 2021 or EE 2361; no cr for grad in CSci; meets DELM req of classroom)  
Instructor: STAFF  
Description: Foundations of operating systems. History and evolution of operating systems, shells, tools, memory organization, file system overview, I/O, concurrent processes, and interprocess communication. FOR-COURSE-GUIDE: Assignments in CSci 4061 are programmed in the C programming language. If you do not have C competency - either by programming experience or by course work - you may want to consider enrolling in the one credit seminar course INet3350 - C Programming for the Java Programmer. (INet3350 is offered on the first three Saturdays of the fall semester).

CSci 4211 Introduction to Computer Networks (Sec 001); 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 5115 User Interface Design, Implementation and Evaluation (Sec 001); 3 cr; prereq 4041 or instr consent; meets DELM req of classroom  
Instructor: Konstan, Joseph Andrew  
Description: This is a project-focused course that covers the basics of user interface design, evaluation, and implementation. Students work in groups of 4 or 5 on a semester-long project that includes analysis of the problem domain, user skills, and tasks; iterative prototyping of interfaces to solve the user's needs; several types of interface evaluation including user testing and walkthroughs; and implementation of the final prototype. A limited number of students from non-technical disciplines (e.g., psychology, graphic arts and design, education and communications disciplines, etc.) are able to enroll in the course as non-programmers who participate in all aspects of the projects except implementation.  
Class time: 40% lecture, 30% Discussion, 30% in-class exercises and practice of techniques  
Work load: 35 pages of reading per week, 30 pages of writing per semester, 1 exams, Major group project with weekly milestones  
Grade: 25% mid-term exam(s), 60% special projects, 15% Note: all are approximate figures  
Exam format: combined short and medium-length questions  
Course URL: http://www.itlabs.umn.edu/classes/Spring-2000/csci5115

CSci 5211 Data Communications and Computer Networks (Sec 001); Credit will not be granted if credit has been received for: CSCI 4211; 3 cr; prereq [4061 or instr consent], basic knowledge of [computer architecture, operating systems, probability]; meets DELM req of classroom  
Instructor: Du, David Hung-Chang!!Land Grant Chair!!  
Description: This course provides an introduction to fundamental concepts in the design and implementation of computer communication networks, their protocols and applications. Topic to be covered include layered network architecture, physical transmission media, data link protocol, network protocol, local area network long haul networks, optical networks and Internet protocol. This course is designed for both undergraduate (senior) and graduate students. The required text book: "Computer Networks" by Andrew S. Tanenbaum, Prentice Hall, 3rd Edition 1999.  
Class time: 80% lecture, 20% Discussion  
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 8 papers  
Grade: 30% mid-semester exam(s), 40% final exam, 30% problem solving  
Exam format: problem solving  
Course URL: http://www.itlabs.umn.edu/classes/Fall-2002/csci5211

CSci 5271 Introduction to Computer Security (Sec 001); 3 cr; prereq 4061 or equiv or instr consent ; meets DELM req of classroom  
Instructor: Hopper, Nicholas J  
Description: This course will introduce students to many of the basic concepts of computer, network and information security. Topics covered will include risk analysis, authentication, access control, security evaluation, audit trails, cryptography, network security, database security, application security, viruses and firewalls. The target audience is first-year graduate students and senior undergraduates in computer science and engineering.  
Class time: 90% lecture, 10% Discussion  
Work load: 40 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers, 7 homework assignments - discussion, exercises, and programming  
Grade: 25% mid-semester exam(s), 25% final exam, 25% special projects, 25% problem solving

CSci 5481 Computational Techniques for Genomics (Sec 001); 3 cr; prereq 4041 or instr consent; meets DELM req of classroom  
Instructor: Karypis, George  
Description: This course provides an introduction to the various computational techniques that are used to analyze the biological data generated by genome sequencing, proteomics, and cell-wide measurements of gene expression changes. The topics that are covered include algorithms for single and multiple sequence alignments, algorithms for sequence assembly, search algorithms for sequence databases, phylogenetic tree construction algorithms, algorithms for gene and promoter prediction, protein structure prediction, statistical methods and data mining algorithms for micro array expression analysis, algorithms for reverse engineering of regulatory networks.  
Class time: 90% lecture, 20% Discussion  
Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers  
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers  
Exam format: Essay

CSci 5551 Introduction to Intelligent Robotic Systems (Sec 001); 3 cr; prereq 5511 or instr consent; meets DELM req of classroom  
Instructor: Roumeliotis, Stergios  
Work load: 20 pages of reading per week

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

Construction Management
101 Westbrook 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 4011 Construction Documents and Contracts
(Sec 001); 3 cr; prereq Jr or sr or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Definition, interpretation, and utilization of drawings; specifications; agreements; bidding forms; general conditions; bonds, contracts, subcontracts, and related documents. Appropriate provisions for minority business participation will be included such as tax exempt status and waeg rates.

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

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

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 4193 Directed Study
(Sec 001); 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: Professional experience internship requirement for BCM. May take course maximum of 3 times at maximum 4 credits for total of 12 credits maximum. 1 credit commensurate with 1 month of internship.

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

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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: 60% lecture, 40% Discussion
Work load: 60 pages of reading per week, 5 pages of writing per semester, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 30% final exam, 50% written reports/papers
Exam format: open-book; short, guided answers

CSCL 1101 Literature (Sec 001); 4 cr; meets CLE req of Writing Intensive; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Casarino, Cesare
Description: This course is meant for people who love reading literature as well as for people who would love to learn how to love reading literature—and it should be lots of fun for both! We will go through the ages—from antiquity to the present day—in search of literature and of its main genres, figures, structures, functions, and obsessions. We will read of unrequited loves and incestuous desires, of fantastic journeys and monstrous encounters, of power struggles and murderous passions, of passionate friendships and uncanny betrayals, of sexual shame and joyous sex. We will read epic poetry, lyric poetry, plays, novels, parables, essays, and we will also watch a film. We will do all that and more by investigating two crucial recurrent questions in literature: the question of the voyage and the question of love. Accordingly, the course is divided into two sections and each section is organized chronologically from antiquity to modernity. In the first section—"Good Trips, Bad Trips"—we will read from ancient epics such as Gilgamesh and The Odyssey, as well as from the works of William Shakespeare, Michel de Montaigne, Joseph Conrad, Franz Kafka, and Tayeb Salih, and we will also watch Francis Coppola's Apocalypse Now. In the second section—"For Love of the Living, For Love of the Dead"—we will read from the works of Sophocles, Sappho, Ovid, Catullus, John Donne, William Blake, Charles Baudelaire, and we will also listen to and discuss songs by P. J. Harvey, and others.

Class time: 100% lecture
Work load: 50 pages of reading per week, 15 pages of writing per semester
Exam format: short essay questions

CSCL 1201 Introduction to Cinema and Media Culture (Sec 001); 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 001, 002); 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 001-003); 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 examines such questions, starting from two assumptions: (1) that history can have explanatory power—it can tell us why things got to be the way they are; but (2) that all history comes to us in a mediated way, that is, as a "text" that encodes someone's or some group's version of it. Small classes focus on reading a variety of texts "in" history - the Mall of America, a Nazi rally, a 17th century Dutch painting; "history on television," the representation of the human body, etc., as well as some critical theory "about" history, designed to help you think about its importance, its uses and abuses.

Class time: 40% lecture, 60% Discussion

CSCL 1907W Freshman Seminar: Documentary Cinema: Representation,Power&Critique (Sec 001); 3 cr; A-F only; prereq freshman; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Kotz, Elizabeth W
Description: What is "documentary" film? How does it represent human cultures and contribute to public political discourse? This course looks at documentary cinema from a historical perspective, beginning with the emergence of documentary and anthropological filmmaking in the 1920s and 1930s. We will examine the complex power relations between filmmakers and their often disempowered and nonwestern subjects, to consider how documentary genres construct a relation between viewing subjects and filmed objects. Alternately, we will explore how documentary films have sought to advocate for marginalized groups, and used realism in the service of revolutionary and reformist political projects. From there, we will look at the question of wartime propaganda, focusing on examples from the WWII period, and then at a selection of American documentaries of the 1960s, to consider how documentary films has sought to expose exploitation and represent socially marginalized subjects. Looking at two highly controversial documentaries of the Vietnam War era, we will examine how documentary films sought to mount a critique of the American political process and the ways that the American media constructs and represents the "truth" of historical events, before turning to a series of experiments that have attempted to reformulate and revise the documentary project.
Class time: 40% lecture, 40% Closed Circuit TV, 20% Discussion
Work load: 20 pages of reading per week, 15-20 pages of writing per semester, 5 papers, 4-5 short papers (approx 2 pages) plus revisions
Grade: 15% final exam, 60% written reports/papers, 25% class participation
Exam format: essay-based

CSCL 1909W Freshman Seminar (Sec 001); 3 cr; max crs 6; A-F only; prereq Fr; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Bizi, Hisham
Description: There is a history of adapting novels into film and the reasons vary from the desire to bring literature to the masses and elevate cinema's cultural position, the fulfillment of the Hollywood studio pipeline (screenwriters, script girls, and technicians), and the desire of film auteurs to shed new insights into society through the use of the film medium. These social, industrial, and intellectual needs have shaped much of the debate concerning film adaptations. More importantly however is the philosophical polemic such an endeavor continues to posit. What is poetics? Do we get different meaning from novels than we get from films? Do we perceive each medium differently, which then affects our understanding? Do means of expression therefore express different things or do film and literature express an ideal form (Plato) that transcends their-materiality? How does film form embody the thought and feeling of the "concretized mind" of the novel? Finally, we will take a comparative approach by looking at the poetics of films and literature from different countries: US, France, Japan, Egypt, France, and Mexico. For example, what is the process in which a Mexican filmmaker, Artur Rapstein, and a Cairene filmmaker, Salah Abu-Seif, translate/transform the same novel by Nagib Mahfouz in film? In this seminar, we will study these questions among others by looking at films and their corresponding literatures in the US, Europe, Japan, and the Third World.
Class time: 50% lecture, 50% Discussion
Work load: 30-50 pages of reading per week, 30 pages of writing per semester, 2 papers
Grade: 60% written reports/papers, 20% in-class presentations, 20% class participation
Course URL: http://hishambizi.com/teaching/umn/fall05/poeticsfilm

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 will 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: Ganguly, Keya
Description: This course provides a sustained introduction to some of the most influential positions in film and cultural theory as they pertain to problems of ideology and representation in the cinema. We will read materials that address (1) issues of film form: how the technical apparatus of film functions to produce ideological understandings of the world; (2) film content: how ideology gets inscribed in and through filmic narratives; and (3) film spectatorship: how (and whether) the ways that viewers are positioned to make sense of themselves and the world have implications for social relations at large (i.e., outside the cinema). We will discuss a number of interconnected themes pertaining to questions of ideology, such as the Cold War; women and representation; paranoia; realism and its critiques; and, finally, the alternative propositions about cinema and society found in (selected) "Third-World" films. Required text: Louis Giannetti, "Understanding Movies."
Class time: 75% lecture, 25% Discussion
Work load: 75 pages of reading per week, 20 pages of writing per semester, 1 exams, 2 papers
Grade: 25% mid-semester exam(s), 40% written reports/papers, 15% quizzes, 20% class participation
Exam format: essay, short answers

CSCL 3172 Music as Discourse (Sec 001); 3 cr; meets CLE req of Other Humanities Core; 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 directories 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 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, 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, 002); 3 cr; 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: 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

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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

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**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. !Morse Alumni Award; 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 “The Daily Show,” “The Simpsons,” “Being John Malkovich,” “Monty Python and the Holy Grail,” “Brazil,” “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 comedy’s cutting edge 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:** 90% lecture, 10% Discussion

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

**Exam format:** Multiple choice, essay, textual analysis

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**CSCL 3176 Oppositional Cinemas**

*(Sec 001): 4 cr; meets CLE req of International Perspectives 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-European 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.

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

**Work load:** 70 pages of reading per week, 20 pages of writing per semester, 1 exams, 2 papers

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**CSCL 3177 On Television**

*(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 perversive 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

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**CSCL 3179 Reading Literary Movements**

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

**Instructor:** Tageldin, Shaden M

**Description:** This course will track the movements of literature in two regions whose modern experiences of European colonialism cross each other in fascinating ways: Egypt and India. In the 1700s, Europeans reimagined Egypt and India both as cultures that could breathe new life into Western literature and, paradoxically, as lands that they should colonize and ?civilize.? Egyptians and Indians, in turn, invested in the problematic notion that resistance to European colonization lay in becoming—at least in part—somewhat like Europe, in revitalizing their own literary traditions with transferences from the West and thus staking cultural autonomy in the ?modern? world. Taking these histories as our points of departure, then, we will explore a range of questions: How does the idea of ?literature? itself migrate between East and West under colonization and other structures of domination? How and why do specific literary genres (the novel, poetry, drama) travel under these conditions, and what ideological baggage do they carry—or leave behind—along the way? Why is the novel an especially important vehicle for both European imperialisms and Egyptian and Indian nationalisms, anti-colonialisms, and (post)colonial and diasporic identities? Does poetry or drama offer a counter(narrative)? Readings will include works by Husayn, Mahfouz, Soueif, Tagore, Ghosh, Rashed, Said, Selim, Hafez, Raychaudhuri, Viswanathan, Traumann, Joshi, and others. Open to undergraduate majors and non-majors.

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

**Work load:** 80-90 pages of reading per week, 15 pages of writing per semester, 3 papers, 1 oral presentation

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

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**CSCL 3331 Science and the Humanities**

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

**Instructor:** Brown Jr, Robert L !Morse Alumni Award!!

**Description:** Walking to my doctor in Calhoun Square, I passed a health-food store advertising shark cartilage to ‘rebuild damaged joints.’ Doctor Mike said, ‘Eating dead sharks won’t fix your knee.’ That night, as research, I attended a Charismatic healing service at which people threw away crutches and walked. Each of these ‘medical events’ involved money-exchange; each assumed a theory of the body. My doctor works from ‘normal science;’ the health food store is an ‘alternative medicine;’ Reverend Bob Larson is from ‘faith.’ The narratives supporting these three ‘theories’ are contradictory, each with a definable history, each setting relations to knowledge, politics, economics and their supporting discourses. How do the different discourses of ‘science’ and ‘the humanities’ construct human nature, society, and the consciousness through which we encounter our worlds? How do our different histories help us understand our political, religious and scientific beliefs, our sense of what’s logical, natural and believable? We’ll read central works in science studies and the humanities to support ‘case studies’ on intelligence, genomics, racial
and gender identity, psychiatric 'conditions' and their treatment. We'll examine systems of power and economics of the culture and science 'industries,' examining how work (in science and the humanities) creates both knowledge and identity. No technical background in science or the humanities assumed, offering a chance to see how we construct our worlds.

**Class time:** 50% lecture, 40% Discussion, 10% group work  
**Work load:** 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, Final group/partner project  
**Grade:** 20% mid-semester exam(s), 25% final exam, 40% written reports/papers, 15% special projects  
**Exam format:** open-book, open-notes; short directed essay

**CSCL 3412W 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 psychanalysis make available to us as students of culture? What are the promises and limitations of psychoanalytic 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 3421 Culture and the Production of Modern Identity I: 1600-1750**  
*(Sec 001)*; 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** This course addresses the 150 year history (1600-1750) of cultural, perceptual, and conceptual changes in the way Western societies defined the self. This includes new and conflicting understandings of the human imagination, subjectivity, the body, and human identity. We will examine these issues across several disciplinary boundaries, using a wide and varied range of primary-source materials supplemented by recent research: medical and anatomical treatises (history of the body), philosophy (inner sense; notions of individuality and subjectivity), literature (tracts on manners, etiquette, and education), visual art (paintings and graphic arts, satirical prints, period cartoons), music (principally opera), and social history (spread of literacy, public and private reading habits, etc.)

**CSCL 3456W 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 'homosexual' and 'heterosexual'—symbiotic 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? How are these issues shaped by 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 approached 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 3910 Topics in Cultural Studies and Comparative Literature:**  
*The Brothers Grimm, Feminism, and Folklore*  
*(Sec 001)*; 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom  
**Instructor:** Zipes, Jack  
**Description:** This course will explore the history of the Grimms' fairy tales and investigate how various gender stereotypes developed and became classical models for children and adults. Included in the reading will be Italian and French tales from the 16th, 17th and 18th centuries by Straparola, Basile, Perrault and d'Aulnoy whose stories served as models for the Grimms. In addition to analyzing the Grimms' fairy tales, there will be an in-depth focus on different cinematic and literary versions of "Little Red Riding Hood," "Cinderella," "Beauty and the Beast," "Bluebeard," and others. Why have they become our classical fairy tales? Why have numerous writers, artists, and filmmakers altered the classics? The different literary and film versions will be studied in order to examine how various authors have used the Grimms' tales to question gender stereotypes, aesthetics, and ideology. Though the focus will be on the formation of gender types and ideology in the tales, other approaches to the study of fairy tales such as the psychoanalytical, sociological, semiotic, and structuralist approaches will be investigated, and contemporary authors such as Angela Carter, Olga Broumas, Robert Coover, Francesca Lia Block, Emma Donoghue, and Tanith Lee, who have created their own feminist and subversive versions, part of a Grimm counter-tradition, will be discussed in class sessions along with fairy-tale films and illustrations. Historical and biographical background information will be provided in lectures.

**Class time:** 50% lecture, 50% Discussion  
**Work load:** 150 pages of reading per week, 1 papers  
**Grade:** 33% mid-semester exam(s), 34% final exam, 33% special projects  
**Exam format:** Midterm and final examinations will take the form of essay questions, essay

**CSCL 3910H Topics in Cultural Studies and Comparative Literature:**  
*Honors: Suburbia and the Media*  
*(Sec 001)*; 3 cr; max crs 12, 4 repeats allowed; meets DELM req of classroom; meets HON req of Honors  
**Instructor:** Archer, W John  
**Description:** In music ranging from Malvina Reynolds's "Little Boxes" to John Fowles's "Dream House" or Ben Folds's "Rockin' the Suburbs," in novels by John Cheever, Richard Ford, or D.M. Homes, in films ranging from Modern Times to American Beauty and All That Heaven Knows, the extension of "suburbia" provides a lens through which these critical spaces may be seen. Through readings of novels, poems, songs, films, and television, we will explore the ways in which city and suburb have been discursively and affectively constructed in the modern imagination, and how their configurations and meanings varied over time and place. We will also examine the varied ways in which the "suburban" has been (re)imaged in the modern and postmodern.  
**Class time:** 60% lecture, 40% Discussion

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CSCL 3979 Issues in Cultural Pluralism
(Sec 001-003); 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 5256 Suburbia
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Archer, W John !!Arthur Motley Exemplary Tch Aw!!
Description: Over half of all Americans live and work in suburbia. It is a physical and cultural terrain that embodies many of America's most cherished ideals, yet consistently it is blamed for much of what is wrong with the country. “Suburbia” remains a term that defies simple definition—historically, geographically, politically, demographically, or architecturally. This course examines the historical circumstances that gave rise to modern suburbia as we know it, beginning in 18th century England and continuing to the present day, with the greatest emphasis on the United States. Among the central issues for examination are: changes in domesticity, family, technology, transportation, design, planning, politics, and economy. Equally important is analysis of ways in which suburbia has served to alter the balance in American society of high, low, and popular culture, of politics, of economy, of work, of family, and of domesticity. The course examines specific sites and designs, as well as representations of suburbia in such media as film, television, advertising, popular literature, and music. Lectures and readings are organized around such topics as: suburbia in music and film; house, yard, and neighborhood; family and domesticity; automobile culture; edge cities, new urbanism and sprawl. The course is offered simultaneously through Cultural Studies and Comparative Literature (CSCL) and Architecture (Arch). It is co-taught by John Archer and Kate Solomonson.
Class time: 100% lecture
Work load: 75 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers
Grade: 25% mid-semester exam(s), 25% final exam, 50% written reports/papers
Exam format: Essay and short answer
Course URL: http://cscl.cla.umn.edu/courses/5256/suburbia.html

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. Is there a place for authenticity/tradition or did acculturation dominate all aspects of filmmaking? What did writers like Mahfouz and Aal-Qudous contribute to the debate? How did the different genres be it the musical, or the melodrama 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 censorship 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. Special attention would be given to Egyptian cinema and films of Miar Studio for their profound influence on the beliefs and tastes of people across the Arab world. The relationship between visual style and narrative in the films by the classical masters. We will look at how decor, acting, and camera movement expressed the struggle of the individual with social conditions, the rise of the erotic hero, the role of women in family and nation, among others.
Class time: 30% lecture, 20% Discussion
Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 papers
Grade: 50% written reports/papers, 30% in-class presentations, 20% class participation
Course URL: http://www.hishambizri.com/teaching/umn/Fall05/arabfilm/

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, 002); 2 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 5177 Practical Research
(Sec 001); 3 cr; A-F only; prereq CI MEd student, or CI or EdPA

This information is accurate as of: 4/6/2005 at 11:38 AM
**CI 5181 Clinical Experience in Elementary School Teaching**
(Sec 001); 4-8 cr; max crs 16, 3 repeats allowed; S-N only; prereq Foundations of education and elem ed initial licensure only; meets DELM req of classroom

Instructor: Buggey, JoAnne

Description: Students spend full days in the elementary classroom gradually assuming responsibility for teaching the class. Students prepare a portfolio based on criteria given. One seminar per week.

**CI 5182 School-Related Projects**
(Sec 001-005); 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, curriculum, or other aspect of schooling. Approved and supervised by faculty advisor.

**CI 5183 Practicum: Improvement of Teaching in Elementary or PreKindergarten Schools**
(Sec 001); 2 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: Provides teaching experiences in an English as a second language setting at the elementary school level. Requires students to work in a public school setting.

**CI 5184 Practicum: ESL in the Elementary School**
(Sec 001); 2 cr; prereq 5619, adviser approval; meets DELM req of classroom

Instructor: STAFF

Description: Student teaching in Second Languages and Cultures at the elementary school level. Requires students to work in a public school setting.

**CI 5185 Student Teaching in Elementary Schools**
(Sec 001); 2 cr; prereq 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 5186 School-Related Projects**
(Sec 001-005); 1-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq MEd student; 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 5253 Facilitating Cognitive and Creative Learning in Early Childhood Education**
(Sec 001); 3 cr; A-F only; prereq MEd student in early childhood ed or early childhood special ed, or instr consent; meets DELM req of classroom

Instructor: Murphy, Barbara Ann

Description: Overview of cognitive, creative and language characteristics of children ages 0-8 years and of how teachers can plan curriculum to facilitate children's development in these areas.

**CI 5281 Student Teaching in Early Childhood Education**
(Sec 001); 3-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq MEd student in early childhood ed or early childhood special ed; meets DELM req of classroom

Instructor: Galle, Lynn P

Description: Application of theory/research relating to teaching preschool children. For individuals obtaining ECE licensure.

Class time: 80% Discussion, 20% Laboratory

**CI 5351 Technology Tools for Educators**
(Sec 001); 3 cr; A-F only; prereq Basic knowledge of Macintosh operating system and a word processing program; meets DELM req of classroom

Instructor: STAFF

Description: Develop skills in using selected technology applications to support teaching and learning. Internet applications, presentation software, multimedia authoring tools, desktop publishing software, Web page creation. May also include a field-site project.

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**Dance**

Barbara Barker Center for Dance: 612/624-5060

Dnce 1001 Modern Dance Technique 1
(Sec 001, 002); 1 cr; meets DELM req of classroom

Instructor: STAFF

Description: This course is a basic introduction to modern dance technique. Emphasis will be placed on successful performance of the fundamental elements that comprise modern dance technique. This
Dnce 1100 Ballet Technique 3
(Sec 001); 2 cr; max crs 4; prereq dept consent; meets DELM req of classroom
Instructor: Anderson, Kristina Forsberg
Description: This class is the third level of a two-semester sequence of fundamental ballet technique. Class work is based on the practical application of the principles of classical ballet technique, including body alignment and placement, strength, flexibility, coordination and musicality. By the end of the semester, students should be able to understand a basic level of ballet vocabulary and be able to execute it with ease and confidence.
Class time: 100% Studio
Work load: 1 papers

Dnce 1101 Ballet Technique 1
(Sec 001); 1 cr; meets DELM req of classroom
Instructor: Anderson, Kristina Forsberg
Description: This class is the first of a two-semester sequence of beginning ballet technique - level three in an eight-semester sequence of ballet technique classes offered in the Dance Program. Class work is based on the practical application of the principles of classical ballet technique, including body alignment and placement, strength, flexibility, coordination and musicality. By the end of the semester, students should be able to execute beginning level ballet vocabulary with a physical understanding of these elements. Departmental approval by audition required for registration.
Class time: 100% Studio
Work load: 1 papers

Dnce 1010 Modern Dance Technique 3
(Sec 002); 2 cr; max crs 4; prereq dept consent; meets DELM req of classroom
Instructor: Mann, Paula
Description: This course is the third level of eight levels of modern dance technique offered in the Dance Program. Class work is based on practical application of the principles of space, time, and energy with specific emphasis on alignment, power from the pelvic center, rotation and turnout, muscular tonality, joint articulation, clarity of intent, musicality, stretch, strength, and stamina. Class consists of in-place warm-ups, specific technical exercises and dance phrases applying the technique addressed. Departmental approval by audition required for registration.
Class time: 100% Studio
Work load: 1 papers

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Dnce 1315 Flamenco  
(SEC 001); 1 cr; meets DELM req of classroom  
Instructor: Hauser, Suzanne M  
Description: This course is an introduction to Spanish Flamenco dance technique. The class will cover the basic terminology and movement styles of Flamenco, focusing on arm movements and footwork, but will also cover basic choreography. One class period is devoted to viewing videos of traditional Flamenco dance.  
Class time: 100% Studio

Dnce 1321 Ballroom 1  
(SEC 003-006); 1 cr; meets DELM req of classroom  
Instructor: Lickteig, Joy Davina  
Description: This course is the first of a two-semester sequence of ballroom dance. Class work will focus on basic patterns in the fox trot, waltz, swing, cha-cha, rumba, and tango. Students will learn to utilize a variety of step patterns, lead and follow a partner smoothly and use the accepted characteristic style for each dance. This course will also focus on basic rhythmic fundamentals in ballroom dance such as meter, tempo, accent, and phrasing.  
Class time: 100% Studio; achievement, skill, attitude

Dnce 1323 Swing Dance  
(SEC 001, 002); 1 cr; meets DELM req of classroom  
Instructor: STAFF  
Description: This course will cover the traditional swing dances popular in the United States during the 1930s and through the early 1960s. Each week new movements and figures will be taught and previous dances will be reviewed. To increase the learning process, students will be expected to change partners throughout class.

Dnce 1331 Yoga  
(SEC 001-003); 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 1332 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 with the analytical work of yoga. This class will focus on the physical experience and will also discuss the related aesthetic topics, historical aspects, and philosophical ideas of yoga. This course will emphasize the following: improving body mechanics through alignment, flexibility and strength, developing mental focus and control, and reinforcing positive body language. This course is designed for students who dance training. Department approval is required for registration.

Dnce 1401 Introduction to Dance  
(SEC 001, 002); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom  
Instructor: Geier, Heidi  
Description: This is an introduction to global dance forms in art and society. Dance is a vibrant mode of artistic expression and an important part of cultural experience, the course presents international perspectives on how dance functions in specific cultural contexts and how dance traditions influence each other as they come into close contact with one another. In addition to looking at a variety of dance forms from around the world, the course also explores how different dance traditions come into the United States contributing to the fusion forms that make up American art and entertainment dance traditions. Dance forms are explored through lecture, discussion, the viewing of live and taped performances, guest artists and movement experiences. A main objective is for students to develop the aesthetic, cultural and historical awareness needed to form and articulate, verbally and in writing, ideas and opinions about the art of dance. By the end of the course students will be able to recognize a variety of dance forms and place them in the context of important social, political, historical and aesthetic movements and ideas.  
Class time: 30% lecture, 25% Discussion, 15% Laboratory, 30% Video viewing  
Work load: 20 pages of reading per week, 12 pages of writing per semester, 2 exams, 3 papers, Attending live performances and web-based journaling  
Grade: 25% mid-semester exam(s), 25% final exam, 30% written reports/papers, 10% class participation, 10% Journal  
Exam format: Essay, short answer, multiple choice

Dnce 1500 Topics in Dance: Tango  
(SEC 020, 021); 1 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom  
Instructor: Taccetti, Maria Florencia  
Description: This course is an introduction to Argentine Tango. Classwork will focus on basic vocabulary of ‘Salón Tango’ or social dance Tango. Students will learn basic rhythm structures and vocabulary of the Tango. The class will focus on posture, axis, walking techniques, lead and follow techniques, parallel and cross systems (footwork patterns). Course objectives include: listening to music to understand the rhythm and emotion of Tango orchestras through the ages, connecting with partners to have good communication for lead and follow techniques, and using simple movement techniques to develop choreographic ideas.

Dnce 1500 Topics in Dance: Men's Modern  
(SEC 010); 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 is means to be a male dancer in today's modern dance community. This 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 timing; building a community among course participants, generating a physical and intellectual dialogue and creating a collaborative and supportive classroom environment.  
Class time: 10% Discussion, 90% Studio

Dnce 1500 Topics in Dance: Laban Movement Analysis  
(SEC 050); 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: Laban Movement Analysis  
(SEC 050); 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.

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Dnce 1601 Dance Improvisation
(Sec 020, 021); 1 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom
Instructor: Tacconi, Maria Florencia
Description: This course is an introduction to Argentine Tango. Classwork will focus on basic vocabulary of ‘Salon Tango’, or social dance Tango. Students will learn basic rhythm structures and vocabulary of the Tango. The class will focus on posture, axis, walking techniques, lead and follow techniques, parallel and cross systems (footwork patterns). Course objectives include: learning to music to understand the rhythm and emotion of Tango orchestras through the ages, connecting with partners to have good communication for lead and follow techniques, and using simple vocabulary for improvisation.
Class time: 100% Studio

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

Dnce 3010 Modern Dance Technique 5
(Sec 001, 002); 2 cr; max crs 4; prereq dept consent; audit registration not permitted; meets DELM req of classroom
Instructor: STAFF
Description: This course is the fifth level of an eight-semester sequence in classical ballet. This course offers the intermediate student principles of ballet technique. Class work will involve strong emphasis on proper alignment of the body, dynamic timings, and a command of ballet terminology. The class format will begin with barre, followed by a period of stretching. Turning and jumping will be introduced at the barre and transferred to center. Center work will include all aspects of ballet technique, including port de bras, adagio, turns, petite allegro and grade allegro. As the semester progresses, the combinations will become more complex. A constant correlation between barre and center work will be explored.
Class time: 100% Studio
Work load: 1 papers

Dnce 3110 Ballet Technique 5
(Sec 001); 2 cr; max crs 4; prereq dept consent; audit registration not permitted; meets DELM req of classroom
Instructor: Pierce, Toni L
Description: This course is the fifth level of an eight-semester sequence of ballet technique/style. Classwork will concentrate on the development of a clear understanding of the eclectic range of jazz dance and its various styles. Movement vocabulary will cover styles from the American vernacular to more contemporary styles of today. In addition to the established techniques from the previous levels, focus will be placed on off-center movements, floor work and a variety of turns and jumps. Emphasis will be on individual style, working on clarity of movement, and improvisation. Successful completion of previous level or departmental approval by audition required for registration.
Class time: 100% Studio
Work load: 1 papers

Dnce 3301 Tap Technique 3
(Sec 001); 1 cr; prereq 1302 or instr consent; meets DELM req of classroom
Instructor: Grotting, Karla Kaye
Description: This course is the third in a six-semester sequence of tap dance technique. This course will focus on intermediate skills of tap dance, including pick-ups, pull-backs and wings. There will be a continuing emphasis on musicality and rhythm. The class will practice intermediate footwork and combinations, time step, tap dance routines and improvisation. Successful completion of previous level or departmental approval required for registration.
Class time: 100% Studio
Work load: 1 papers

Dnce 3337 Body Mind Centering
(Sec 001); 2 cr; 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...
Dnce 3401W Dance History 1
(Sec 001); 3 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Chatterjea, Ananya
Description: Dance History 1 & 2 are basic survey courses that study the development of dance with a primary focus on the West. Beginning with examining notions of 'historiography' and what it means to bring the 'dancing body' within the norms generated by textually and linguistically based disciplines such as history, Dance History 1 goes on to study the different ways that dance seems to have evolved in ancient civilizations such as Egypt, India, and Greece. The first semester of the course then works through the development of dance through church and court in Europe, with occasional perspectives from other cultures, and ends with a focus on the beginnings of ballet in the French court of Louis the XIV.

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Dnce 3487W Ethnic Dance Traditions in American Society
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Maddux, Marge
Description: This course is an overview of traditional dances preserved and transformed by Native Americans, African-Americans, Latinos, Asian Americans and European Americans. Emphasis will be placed on the interpretation of the roles of the dance in these cultures. The class will discuss the role of dance in each of these cultures as they have developed historically from the country of origin to America or in the case of the Native American how the dance has evolved historically and culturally through European intervention. The course will study the acculturation process within these cultures and the effect that the dance of these cultures has had on 'American' dance.

Dnce 3500 Topics in Dance: Tap 5
(Sec 050); 1 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom
Instructor: Chvala, Joseph Michael
Description: This course is the fifth level in a six-semester sequence of tap dance technique. This course will focus on advanced level tap technique and rhythm structures. Successful completion of previous level or departmental approval required for registration.
Class time: 100%; Studio
Work load: 1 papers

Dnce 3602 Dance Composition 2
(Sec 002); 3 cr; prerequisite 3601, dept consent, concurrent regis in a modern dance technique course; meets DELM req of classroom
Instructor: Flink, Carl Lindsay
Description: This course is the third part of a six-semester sequence in Dance Composition. Classwork consists of learning tools to create dances that express a personal vision, have developed integrity of form and structure and show a pronounced awareness of one's own individual movement vocabulary. Students will continue to broaden their kinesthetic understanding of the nature of movement improvisation and its relationship to choreographic structure. An understanding and appreciation of the creative process and its application to one's self and other art forms will also be discussed and implemented through assignments in movement and writing. Successful completion of previous level or departmental approval required for registration.

Dnce 3602 Dance Composition 2
(Sec 001); 3 cr; prerequisite 3601, dept consent, concurrent regis in a modern dance technique course; meets DELM req of classroom
Instructor: Smith, Joan Anne
Description: This course is the third part of a six-semester sequence in dance composition. Classwork consists of learning tools to create dances that express a personal vision, have developed integrity of form and structure and show a pronounced awareness of one's own individual movement vocabulary. Students will continue to broaden their kinesthetic understanding of the nature of movement improvisation and its relationship to choreographic structure. An understanding and appreciation of the creative process and its application to one's self and other art forms will also be discussed and implemented through assignments in movement and writing. Successful completion of previous level or departmental approval required for registration.
Dan 1001 Beginning Danish  
(Sec 001); 1 cr; max crs 4, 4 repeats allowed; prereq concurrent enrollment in technique course, dept consent; meets DELM req of classroom  
Instructor: Pierce, Toni L  
Description: Audition, casting and departmental approval required for registration

Dan 5858 Teaching Dance  
(Sec 001); 4 cr; prereq 1020, dept consent, instr consent; meets DELM req of classroom  
Instructor: Maddux, Marge  
Description: This course is an introduction to Pedagogy - dance teaching methods. Students will discuss various theories of teaching, the responsibilities teaching, and the craft or art of teaching dance. The class will examine potential students by special interest groups. Time will be spent on small teaching projects dealing with one specific idea, as well as developing individual lesson plans and a series of classes. The students in the class will teach each other as well as develop classes for outside groups. The class will discuss and implement the fulfillment of the goal to coordinate the creative and technical development of potential students. Departmental approval required for registration - Registration for Dance majors only.

Dan 1003 Intermediate Danish  
(Sec 001); Credit will not be granted if credit has been received for: DAN 1003, DAN 1003; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom  
Instructor: Maddux, Marge  
Description: The goal of the first year of language instruction is to develop a basic communicative proficiency in Danish. From day one you will work on understanding spoken and written Danish and speak and write Danish yourself, learning to handle linguistically concrete, simple everyday transactions. Most of the class time is taken up by interactive communicative activities in pairs and small groups. Small class sizes allow you to improve your listening, speaking, writing and reading skills in everyday class session. Learning about life and culture in Denmark is an integral part of the course. We use video material and work in the multi-media lab.

Dan 4003 Intermediate Danish  
(Sec 001); Credit will not be granted if credit has been received for: DAN 1003, DAN 1003; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom  
Instructor: Maddux, Marge  
Description: In the second year, you will further develop your proficiency in Danish using the same communicative approach as in Beginning Danish. At the intermediate level you will be reading, writing and listening to more advanced, sometimes authentic, Danish material and you will expand and refine your vocabulary and your knowledge of grammar. Learning about life and culture in Denmark is an integral part of the course. We use video material, and work in the multi-media lab

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

DH 2111 Dental Anatomy  
(Sec 001); 2 cr; A-F only; prereq DH student; meets DELM req of classroom  
Instructor: Anderson, Jeanne Marie  
Description: All deciduous and permanent teeth, including tooth form, function, and relationship to oral health; calcification, eruption, and exfoliation patterns; ideal static occlusion, dental terminology, and tooth annotation systems. Lab includes identification and annotation of teeth and restoration, in wax, of portions of a typodont tooth. Includes content necessary for the practice of dental hygiene. Teaching methods include lecture, large and small group discussion, and laboratory assignments in drawing, carving, and annotating teeth. Textbooks: Woelfel and Scheid, "Dental Anatomy, Its Relevance to Dentistry." Williams and Wilkens Publishers, Dental Anatomy Study Guide. Course only open to students enrolled in the Program in Dental Hygiene.  
Class time: 40% lecture, 10% Discussion, 50% Laboratory  
Work load: 10 exams  
Exam format: multiple choice

DH 2121 The Dental Hygiene Care Process Clinical Application I  
(Sec 001); 5 cr; A-F only; prereq DH student; meets DELM req of classroom  
Instructor: Osborn, Joy B  
Class time: 40% lecture, 10% Discussion, 50% Clinic  
Grade: 0% Weekly quizzes  
Exam format: Multiple choice

DH 2132 Head and Neck Anatomy  
(Sec 001); 1 cr; A-F only; prereq DH student; meets DELM req of classroom  
Instructor: Blue, Christine M  
Description: Anatomical structures of the head and neck as they relate to the practice of dental hygiene. Includes content necessary for...
the practice of dental hygiene. Teaching methods include lecture, CD-ROM, discussion. Textbooks: M. Fehrenbach and S. Herrig; "Illustrated Anatomy of the Head and Neck." W.B. Saunders. Course only open to students enrolled in the Program in Dental Hygiene.

Class time: Exam format: Multiple choice

DH 3111 Principles of Restorative Techniques I
(Sec 001): 5 cr; A-F only; prereq DH student; meets DELM req of classroom
Instructor: Dittmar, Susan Kyle
Description: Physical, chemical, and mechanical properties; indications and contraindications for use; manipulation techniques; biological consideration of materials used in dentistry; dental specialists. Includes content necessary for the practice of dental hygiene. Teaching methods include lecture, clinic, laboratory and observation assignments. Textbooks: Ferracane: "Materials in Dentistry, Principles & Applications," Lippincott. Course only open to students enrolled in the Program in Dental Hygiene.
Class time: 40% lecture, 30% Laboratory, 30% Clinics
Exam format: Multiple choice

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

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

DH 4137 Patient Management IV
(Sec 001): Credit will not be granted if credit has been received for: DENT 6434, DENT 6434; 1 cr; A-F only; prereq DH student; meets DELM req of classroom
Instructor: STAFF
Description: Small-group, cooperative learning setting integrates dental and dental hygiene students. Apply patient care skills taught in other courses. Focus is on communication skills, patient management, teamwork, collegiality, and practice philosophy. Includes content necessary for the practice of dental hygiene. Teaching methods include small group discussion. Textbook: None. Course only open to students enrolled in the Program in Dental Hygiene.
Class time: 100% Discussion

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

DHA 1221 Clothing Assembly Fundamentals
(Sec 001, 002): 3 cr; A-F only; prereq Pre-clothing design major or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Introduction to the study of basic clothing structure through analysis of existing garments and application of basic sewing principles for creating new garments. The objectives of the course are: 1) To learn basic clothing assembly skills by studying existing garments and 2) To apply basic sewing fundamentals by creating several basic garments. This class is designed for pre-Clothing Design majors or those students interested in Clothing Design (instructor permission requested). The class is designed for studio learning opportunities with supporting lecture and demonstration. Project work requires an average of 10 hours outside of class.
Class time: 25% lecture, 75% Laboratory
Work load: 40% Exercises; 60% major projects
Grade: 50% final exam, 30% special projects, 20% quizzes
Exam format: Multiple choice, true/false, fill in the blank

DHA 1311 Foundations: Drawing and Design in Two and Three Dimensions
(Sec 001-005): 4 cr; A-F only; prereq DHA major or premajor;
DHA 1315 Foundations: The Graphic Studio
Instructor: STAFF
Description: In this course the formal, perceptual, symbolic and technical aspects of visual communication will be introduced—with the emphasis on drawing. Design elements and principles will be applied within the context of observational drawing, as well as two- and three-dimensional design. Design process and creative problem solving will be stressed. We will work in a variety of mediums—charcoal, conte, white chalk; but the emphasis will be on gaining expertise with the pencil. Subject matter will range from the figure to two-dimensional abstraction projects. You will gain expertise in drawing technique, as well as in composition, visual unity and balance and in visual analysis of drawings.
Class time: 20% lecture, 20% Discussion
Work load: 12 hours work outside class per week on various drawing assignments
Grade: 10% class participation, 90% visual assignments
Exam format: Final presentation

DHA 1312 Foundations: Color and Design in Two and Three Dimensions
(Sec 001-004); 4 cr; A-F only; 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, 002); 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, production, color separation, printing process, and photography will also be addressed.
Class time: 50% lecture, 10% Discussion, 40% Laboratory
Grade: 25% class participation, 50% problem solving, 25% in-class exercises

DHA 1601 Interior Design Studio I
(Sec 001); 4 cr; A-F only; prereq DHA pre-major; meets DELM req of classroom
Instructor: STAFF
Description: Introduction to theories used to solve interior design problems related to human behavior. Course based upon the design process and communication skills required of the interior design profession.
Class time: 5% lecture, 10% Discussion, 85% studio
Work load: 15 pages of reading per week, 10 pages of writing per semester, 3 exams, studio projects
Grade: 10% quizzes, 5% class participation, 85% studio projects
Exam format: short answer/essay

DHA 2213 Textile Analysis
(Sec 001); 4 cr; A-F only; prereq DHA major or pre-major or instr consent; meets DELM req of classroom
Instructor: LaBat, Karen Louise
Description: The study of physical, chemical and biological characteristics of fibers, yarns, textile structures and finishes, and the effect on performance and appearance of textile products. Product categories include clothing, interior, and industrial textiles. The course will be web enhanced but the URL is not assigned yet.
Class time: 50% lecture, 50% Laboratory
Work load: 20-30 pages of reading per week, 7 exams, weekly lab exercises
Grade: 25% mid-semester exam(s), 40% final exam, 25% lab work, 10% problem solving
Exam format: Essay/multiple choice

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: 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 development techniques as appropriate for selected clothing designs; To learn the basic process of apparel design ideation through the use of a variety of illustration techniques; To learn and implement the basic process of apparel pre-production form design concept through finished sample. This class is designed for pre-clothing design majors who have completed the necessary prerequisites: DHA 1201, 1311, 1221, 1312. The class is designed for studio learning opportunities with supporting lecture and demonstrations. Project work requires an average of 15 hours outside of class.
Class time: 25% lecture, 75% Studio
Work load: 50% exercises; 25% projects; 1 major project
Grade: 50% special projects, 50% problem solving

DHA 2334 Computer Applications I: Digital Composition for Design
(Sec 002); 3 cr; A-F only; prereq DHA major or pre-major, 1311, 1312, 1315; meets DELM req of classroom
Instructor: Chu, Sauman
Description: This course focuses on developing solutions to visual communication objectives using computers. Using microcomputers, peripherals and industry standard software, students gain essential skills in the composition of visual elements in the electronic realm. Students will use the computer as a tool for creating designs for traditional media as well as for the digital environment. Included will be aspects of desktop publishing, illustration, image scanning and manipulation, design and production of desktop presentation, and electronic publishing via the Internet.
Class time: 25% lecture, 25% Discussion, 50% Studio time
Work load: Five design projects
Grade: 10% in-class presentations, 10% class participation, 80% Design projects

DHA 2345 Typographic Design
(Sec 001); 3 cr; A-F only; prereq DHA major, pass portfolio review;
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 refinement. Effectiveness of typographic design will be evident. Assignments include textbook readings, research from additional sources, analysis and critique of found design, and, primarily, studio design production. Studio assignments will involve both handwork, to train the eye and hand; and digital typographic design and illustration using QuarkXpress and Illustrator. Class sessions will be held in both classrooms and Macintosh studios. This class is for Graphic Design majors who have passed portfolio review only.

Class time: 10% lecture, 60% studio; 30% critique
Work load: 8 pages of writing per semester, 2 papers, 8 studio projects
Grade: 100% studio design projects including process participation

This course is designed for clothing design majors as part of the clothing design studio sequence. The study of tailored and non-tailored clothing structures is covered. Experimentation with a variety of materials and structures using innovative methods is explored and implemented with a series of garments.

Class time: 15% lecture, 85% studio work
Work load: projects require an average of 15 hours per week out of class
Grade: 80% special projects, 10% in-class presentations, 10% lab work

DHA 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 352 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 353 Graphic Design III: Packaging and Display
(Sec 001); 3 cr; A-F only; prereq 3352 or concurrent registration is required (or allowed) in 3352, DHA major; meets DELM req of classroom
Instructor: McCarthy, Steven J
Description: This section of Packaging Design will focus on interdisciplinary projects. Graphic Design students will collaborate with students in the New Product Design and Business Development program (a collaborative venture between the Carlson School of Management, the Department of Mechanical Engineering, the Department of Biomedical Engineering and sponsoring companies), and within DHA by working with Apparel Design and Retail Merchandising students. The goal is to challenge the students to work and learn together by designing actual packaging designs applied to real products and retail environments.

Class time: 10% lecture, 10% Discussion, 75% Laboratory, 5% critique
Work load: 10-15 pages of reading per week, 1 papers, a heavy commitment to working outside of class, in collaborative terms, perhaps on different parts of campus.
Grade: 15% final exam, 30% written reports/papers, 5% in-class presentations, 40% lab work, 10% problem solving
Exam format: critique, analysis, documentation, outside assessment

DHA 3605 Interior Design Studio V
(Sec 001, 002); 4 cr; A-F only; prereq [2402, 2604, 2613] with grade of at least C-, DHA major; meets DELM req of classroom
Instructor: STAFF
Description: Advanced interior design projects dealing with small to medium scale spaces. Emphasizes special-needs populations.

Class time: 5% lecture, 10% Discussion, 85% design problem solving
Work load: 10 pages of reading per week, 10 pages of writing per semester, 80 design projects
Grade: 5% in-class presentations, 5% class participation, 90% studio projects

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

DHA 4161 History of Interiors and Furnishings: Ancient to 1750
(Sec 001); 4 cr; A-F only; prereq Arch history course or instructor consent; meets DELM req of classroom
Instructor: Watson, Stephanie A [Outstanding Service Award!!
Description: Study of European and American interiors and furnishings including furniture, textiles and decorative objects.
Class time: 70% lecture, 20% Discussion, 10% small groups
Work load: 20 pages of reading per week, 10 pages of writing per semester, special projects
Grade: 40% final exam, 10% written reports/papers, 10% special projects, 35% quizzes, 5% class participation
Exam format: multiple choice, essay

DHA 4196 Internship in DHA
(Sec 001); 4 cr; A-F only; prereq 3224 with grade of at least C-, [DHA major or grad student or instructor consent]; meets DELM req of classroom
Instructor: Waldron, Carol Clare
Description: This information is accurate as of 4/6/2005 at 11:38 AM
Grade: 65% projects; 35% in-studio projects

DHA 4225 Clothing Design Studio V
(Sec 001); 4 cr; A-F only; prereq 3224 with grade of at least C-
Instructor: Bye, Elizabeth Kersch
Description: Senior level studio based course. Students use the design process to research and develop a marketable line of garments in preparation for public presentation
Class time: 15% lecture, 85% Studio
Work load: 5 papers, 3 completed garments
Grade: 40% written reports/papers, 60% special projects

DHA 4345 Advanced Typographic Design
(Sec 001), 4 cr; A-F only; prereq 3352, [DHA major or grad student or instructor 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 is the 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 4352 Design Process: Bookmaking
(Sec 001); 3 cr; A-F only; prereq [DHA major or grad student or instructor consent]; pass portfolio review; meets DELM req of classroom
This information is accurate as of 4/6/2005 at 11:38 AM
Description: The business of interior design, professional ethics and responsible design are emphasized. Students investigate their responsibility to their business clients, colleagues and the community at large. Professional portfolios and credentials will be discussed. This course will be web enhanced.
Class time: 35% lecture, 30% Discussion, 35% portions of the course on the web
Work load: 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 3 papers
Grade: 20% special projects, 30% quizzes, 10% class participation, 40% problem solving
Exam format: multiple choice, essay

DHA 4161 History of Interiors and Furnishings: Ancient to 1750
(Sec 001); 4 cr; A-F only; prereq Arch history course or instructor consent; meets DELM req of classroom
Instructor: Waldron, Carol Clare
Description: This course focuses on the relationship between the material of production and the design problem and its most effective solution. Students develop production skills in the specified medium, while gaining sensitivity to the material's expressive potential. This is a design studio course in which the production of one-of-a-kind of handmade books, portfolios, and presentation cases will be explored. The focus will be on predominantly paper-based materials and low-tech constructions that don't require a lot of specialty equipment. Upon successful completion of this class, you will be able to: 1) construct non-traditional book forms with finely crafted manipulation of paper, board, and related materials; 2) conceptualize, design, produce, and construct one-of-a-kind visual books with effectively unified content and structure; 3) design and construct presentation structures; 4) invent your own structures to meet structural, conceptual, and expressive objectives. When you complete this class, you will possess an impressive array of quality material design. This class is intended primarily for DHA majors who have completed design foundations coursework, but others are welcome as space allows.
Class time: 100% Studio demonstration and presentation.
Work load: 3 pages of writing per semester, 4 major projects and (approx) 12 in-studio projects.
Grade: 0% 65% projects; 35% in-studio projects

DHA 4354 Graphic Design IV: Integrative Campaign
(Sec 001, 002); 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 4384 Interactive Media
(Sec 001); 3 cr; A-F only; prereq [4334 or instructor consent], [DHA major or grad student or instructor consent], pass portfolio review; meets DELM req of classroom
Instructor: STAFF
Description: Design of interactive multimedia projects. Experience developing interactive presentations and electronic publishing. Software includes hypermedia, scripting, video and sound editing, animation, digital output.

DHA 4607 Interior Design Studio VII
(Sec 001, 002); 4 cr; A-F only; prereq 3606 with grade of at least C-, 3614; DHA major; meets DELM req of classroom
Instructor: STAFF
Description: Interior Design Studio for majors. The course addresses sense of place and the contribution of artifacts to interior environments. The projects include using historic precedent for adaptive use or renovation of spaces. Life safety issues and universal design are part of the design parameters.
Class time: 5% lecture, 10% Discussion, 85% design studio, critique and the design process
Work load: 20 pages of writing per semester, written, verbal, and visual presentations of designs
Grade: 15% in-class presentations, 5% class participation, 80% design projects
DHA 5193 Directed Study in Design, Housing, and Apparel (Sec 001-025); 1-4 cr; max crs 4; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Directed study in design, housing and apparel. The topics, course content and readings are developed under the guidance of the supervising faculty member. Typically reserved for graduate students.
Class time: 100% Working with supervising faculty
Work load: Depends upon numbers of credit
Grade: 100% written reports/papers, 0% or may be related to a project

DHA 5196 Field Study: National/International (Sec 001-025); 1-10 cr; max crs 10, 1 repeat allowed; A-F only; meets DELM req of classroom
Instructor: STAFF
Description: Faculty directed field study in a national or international setting. Appropriate for graduates and undergraduates. See supervising faculty.
Class time: 100% Related to travel experience and instruction. Depends upon faculty supervising the course.
Work load: Depends upon criteria for that particular experience.
Grade: 100% Depends upon criteria for that particular experience

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

Dutch 205 Folwell Hall: 612/625-2080

Dutch 3011 Conversation and Composition (Sec 001); 3 cr; prereq 1004 or 4004 or instr consent; meets DELM req of classroom
Instructor: Oosterhoff, Jenneke A II
Description: Hallo, mijn naam is Jan. Ik kom uit Nederland. Ik woon in Minneapolis. Ik studeer economie. Wow, isn't it amazing how similar Dutch is to English? And yet the culture is refreshingly different, in many ways. Come join us for Dutch 1001, the first course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Dutch. You will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main books are the text book and exercise book of "Code," volume 1. The book is accompanied by audio and visual material which the instructor will use in class and you are expected to use at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of topics to be introduced includes: shopping, going out, giving directions, looking for housing, comparing school systems, etc. You should expect an average of 2 hours of outside preparation for each class session. See the description for Dutch 4001 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.
Class time: 20% lecture, 80% interactive exercises (including lab)
Work load: 10 pages of writing per semester
Grade: 40% class participation, 20% written homework

Dutch 1001 Beginning Dutch (Sec 001); Credit will not be granted if credit has been received for: DTCH 4001, DTCH 4003; 5 cr; meets DELM req of classroom
Instructor: Oosterhoff, Jenneke A II
Description: Hallo, leuk je weer te zien! Ik ben blij dat je weer met Nederlands meedoet. This course continues the presentation of language skills (speaking, writing, reading and listening) begun in Dutch 1001-2, with special focus on the extension of speaking and writing skills. The main books are the text book and cd-rom of "Code" 2. This book is accompanied by audio materials which the instructor will use in class and you are expected to use at home. Class time will be devoted mostly to speaking and pre-writing activities. You will write 4 formal essays, each of which will be followed by a rewrite. In addition, you 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. You should expect an average of three hours of outside preparation per class session. See the description for Dutch 4003 for an option for qualified students to register for this course for 2 credits instead of 4 credits.
Class time: 20% lecture, 80% pre-writing and interactive exercises
Grade: 10% mid-semester exam(s), 10% final exam, 30% written reports/papers, 30% quizzes, 20% class participation

This information is accurate as of: 4/6/2006 at 11:38 AM
Dutch 3993 Directed Studies
Instructor: Oosterhoff, Jenneke A !!Outstanding Service Award!!
Description: Currently the Netherlands are suffering what one could call a kind of identity crisis resulting from recent outbursts of conflict with muslim extremism. Against the background of this political and cultural turmoil, we will investigate how Dutch media are attempting to re-define Dutch liberalism. We will look at literary and non-literary texts, video materials, websites, film, and other printed sources. Some of Theo van Gogh's most influential work is of course on the program. Complicated grammar structures will be reviewed and practiced as the need arises. The bulk of your work will be reading and writing. You are expected to keep reading journals, prepare and lead class discussions, give an occasional oral presentation, write essays, and keep yourself informed about current events in the Netherlands as we go. It should be fun.
Class time: 20% lecture, 80% Discussion
Work load: ~50 pages of reading per week, 12-15 pages of writing per semester
Grade: 30% written reports/papers, 20% in-class presentations, 30% class participation, 20% reading journals and other informal writing assignments of varying lengths

Dutch 3310 Studies in Dutch Literature: Dutch Culture in Text & Image
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq Reading knowledge of Dutch; meets DELM req of classroom
Instructor: Oosterhoff, Jenneke A !!Outstanding Service Award!!
Description: Currently the Netherlands are suffering what one could call a kind of identity crisis resulting from recent outbursts of conflict with muslim extremism. Against the background of this political and cultural turmoil, we will investigate how Dutch media are attempting to re-define Dutch liberalism. We will look at literary and non-literary texts, video materials, websites, film, and other printed sources. Some of Theo van Gogh’s most influential work is of course on the program. Complicated grammar structures will be reviewed and practiced as the need arises. The bulk of your work will be reading and writing. You are expected to keep reading journals, prepare and lead class discussions, give an occasional oral presentation, write essays, and keep yourself informed about current events in the Netherlands as we go. It should be fun.
Class time: 20% lecture, 80% Discussion
Work load: 50 pages of reading per week, 12-15 pages of writing per semester
Grade: 30% written reports/papers, 20% in-class presentations, 30% class participation, 20% reading journals and other informal writing assignments of varying lengths

Dutch 3993 Directed Studies
(Sec 001); 1-5 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.

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

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

EAS 3303 Introduction to East Asian Art
(Sec 001); Credit will not be granted if credit has been received for: ARTH 3013, EAS 3013, ARTH 3013, ARTH 3013; 3 cr; meets DELM req of classroom
Instructor: Poor, Robert John
Description: This course will examine a representative selection of the art produced in China, Korea, and Japan from the Neolithic era down to Modern times. Art of every type and style, such as ancient jades and ritual bronze vessels, Buddhist sculpture and temple architecture, landscape paintings and gardens, and popular paintings and prints is included. We will employ archaeological and art historical techniques to study these objects in their cultural setting while understanding their character as unique works of art. This course will be web enhanced and a teaching assistant will be available to assist you in the preparation of a short take-home museum assignment. This course is intended for undergraduates. No previous courses in art history are required.
Class time: 80% lecture, 20% Discussion
Work load: 25 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers
Grade: 33% mid-semester exam(s), 33% final exam, 33% written reports/papers
Exam format: essay
Course URL: http://www.arthist.umn.edu/classes/AH3013/

EAS 3471 Modern Japan, Meiji to the Present (1868-2000)
(Sec 001); Credit will not be granted if credit has been received for: HIST 3471, EAS 3471, EAS 3471, HIST 3471, HIST 3471; 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Mizuno, Hiromi
Description: From the land of samurai to the only non-Western colonial power, from the severely destructed nation of WWII “war criminals” to the postwar miracle, Japan went through immense changes from the late nineteenth to the twentieth century. How did the...
Eco Systems & Behavior

Japanese leaders and people make these changes and why? How have the Japanese perceived their changing nation and dealt with consequences? How can we make sense of Japan's complicated past that made the nation the "Japan" we know today? This lecture-based course explores the intellectual, cultural, and political aspects of Japan's modernization, the Pacific War, and postwar development, using visual images from museums, cartoons, advertisement, and films as well as novels and popular music. An optional discussion section available.

**Class time:** 90% lecture, 10% film viewing

**Work load:** 100 pages of reading per week, ~20 pages of writing per semester, 2 papers

**Grade:** 70% written reports/papers, 10% quizzes, 20% attendance

**Exam format:** essay

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**EEB 3963 Modeling Nature and the Nature of Modeling**

(Sec 001); 3 cr; A-F only; prereq [Jr or sr] recommended; meets CLE req of Environment Theme; meets DELM req of classroom

**Instructor:** Neuhauser, Claudia

**Description:** This course will provide students with hands-on modeling experiences in the context of biological applications (neurons, host-parasitoid models, enzymatic reactions, epidemiological models, food webs, etc.) while reviewing important calculus concepts. Students will carry out the modeling steps from developing the model, to analytical analysis, to developing computer code, to run the models. Some original literature will be read.

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

**Work load:** 15 pages of reading per week, 3 exams, weekly lab reports based on computer labs

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

**Exam format:** take home exam

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**EEB 4129 Mammalogy**

(Sec 001); Credit will not be granted if credit has been received for: FW 4129, FW 4129; 4 cr; A-F only; prereq Biol 1001 or Biol 2012; meets DELM req of classroom

**Instructor:** Jansa, Sharon A

**Description:** A course in mammalian biology, including topics in anatomy, evolution, biogeography, behavior, and ecology. Lab emphasizes identification, distribution, and natural history of mammals, with a focus on North American species. Course is designed towards upperclass undergraduate biology majors and first or second year graduate students. Biol 1001 or 1009 is a required prerequisite; Biol 2012 is recommended.

**Class time:** 60% lecture, 10% Discussion, 30% Laboratory

**Work load:** 20 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers, Frequent lab quizzes

**Grade:** 30% mid-semester exam(s), 25% final exam, 15% written reports/papers, 30% lab work

**Exam format:** short answer, fill-in-the-blank, and essay

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**EEB 4609W Ecosystem Ecology**

(Sec 001, 002); 3 cr; prereq Biol 3407; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Hobbie, Sarah E

**Description:** Regulation of energy and elements cycling through ecosystems; dependence of the cycles on kinds and numbers of species within ecosystems; effects of human-induced global changes on the functioning of ecosystems. The course is roughly divided into halves. The first half will provide some background on the history of ecosystem ecology and on climate and soils, but will focus primarily on element cycling, particularly carbon and nutrient cycles. We will examine the energy base of ecosystems, what controls carbon fixation by plants and what is the fate of that fixed carbon. We will also study nutrient inputs to, cycling through, and losses from ecosystems. The second half will focus on interactions and perturbations, including those resulting from human-induced global changes. We will examine transfers of energy from primary producers to higher trophic levels and how herbivory and disturbances such as fire affect primary production and nutrient cycling. We will examine how elevated CO2, changing climate, increased atmospheric nitrogen deposition, biological invasions, and losses of biodiversity alter ecosystem processes. We will also discuss human dependence on ecosystems.

**Class time:** 66% lecture, 33% Discussion

**Work load:** 50 pages of reading per week, 24 pages of writing per semester, 3 exams, 1 papers

**Grade:** 35% mid-semester exam(s), 40% final exam, 20% written reports/papers, 5% class participation

**Exam format:** short-answer and essay

**Course URL:** http://www.cbs.umn.edu/labs/shobbie/EEB4609Web/index.html

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**EEB 5033 Population and Quantitative Genetics**

(Sec 001); 4 cr; prereq [[Biol 4003 or GCD 3022], intro statistics] or instr consent; meets DELM req of classroom

**Instructor:** Shaw, Ruth Geyer

**Description:** The first part of the course is devoted to analyzing the fundamental processes that affect frequencies of individual genes in populations, including selection, drift, migration, and mutation. Using this basic framework, the course then addresses the inheritance of traits that vary quantitatively, for example, height and blood pressure. Expression of such traits is typically influenced by several to many genes as well as environmental conditions. This course, designed for graduate students and advanced undergraduates majoring in Genetics or Biology, has a prerequisite of a genetics course. Texts: Hartl and Clark, "Principles of Population Genetics." Falconer and Mackay, "Introduction to Quantitative Genetics."

**Class time:** 75% lecture, 25% Discussion

**Work load:** 35 pages of reading per week, 4 exams, weekly problem sets

**Grade:** 25% midterm exam(s), 25% final exam, 40% problem solving, 10% discussion

**Exam format:** short essay, problem-solving

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**EEB 5321 Evolution of Social Behavior**

(Sec 001-003); 3 cr; A-F only; prereq Biol 3411 or instr consent; meets DELM req of classroom

**Instructor:** Pusey, Anne Elizabe

**Description:** The purpose of this course is to provide an introduction to current theories and concepts relating to the evolution of social behavior and social systems of animals as studied by biologists. This active and rapidly changing field had its origins in ethology and animal ecology (notably N. Tinbergen's studies of behavioral adaptations and the "social ethology" of J. Crook), population biology (E.O. Wilson's sociobiology), and evolutionary biology (G.C. Williams, R. Trivers, J. Maynard Smith). Social behavior is an important part of the field of "behavioral ecology" (J. Krebs & N. Davies). The development of
current ideas, most of which matured in the 1970s, will be reviewed. These ideas are now being applied to studies of human behavior ("evolutionary anthropology" and "evolutionary psychology") and, in general, they have revolutionized the way biologists approach the study of social behavior. Aimed at upper level undergraduates and graduate students

Class time: 65% lecture, 35% Discussion
Work load: 45 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers
Grade: 40% mid-semester exam(s), 30% final exam, 10% written reports/papers, 10% class participation
Exam format: essay questions handed out before in class exam
Course URL: http://webct3.umn.edu/SCRIPT/EEB5321_f01/scripts/serve_home

EEB 5321 Evolution of Social Behavior
(Sec 001-003); 3 cr; A-F only; prereq Biol 3411 or instr consent;
meets DELM req of classroom
Instructor: Pusey, Anne Elizabe
Description: The purpose of the course is to provide an introduction to current theories and concepts relating to the evolution of social behavior and social systems of animals as studied by biologists. This active and rapidly changing field had its origins in ethology and animal ecology (notably N. Tinbergen's studies of behavioral adaptations and the "social ethology" of J. Crook), population biology (E.O. Wilson's sociobiology), and evolutionary biology (G.C. Williams, R.Trivers, J. Maynard Smith). Social behavior is an important part of the field of "behavioral ecology" (J. Krebs & N. Davies). The development of current ideas, most of which matured in the 1970s, will be reviewed. These ideas are now being applied to studies of human behavior ("evolutionary anthropology" and "evolutionary psychology") and, in general, they have revolutionized the way biologists approach the study of social behavior. Aimed at upper level undergraduates and graduate students

Class time: 65% lecture, 35% Discussion
Work load: 45 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers
Grade: 40% mid-semester exam(s), 30% final exam, 10% written reports/papers, 10% class participation
Exam format: essay questions handed out before in class exam
Course URL: http://webct3.umn.edu/SCRIPT/EEB5321_f01/scripts/serve_home

Econ 1101 Principles of Microeconomics
(Sec 001, 017, 036, 038, 040, 042, 044, 046, 048, 050, 052, 054, 056, 058); 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. 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. Some sections are for CSOM Honors students only; others are open to all.
Class time: 75% lecture, 25% in discussion section
Work load: 15-30 pages of reading per week, 3 exams

Econ 1102 Principles of Microeconomics
(Sec 001, 003, 005, 007); 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

Econ 1102 Principles of Macroeconomics
(Sec 001); 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: Swan, Craig E Bach, Catherine Jennifer Sahi, Simran
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% in discussion sections
Work load: 3 exams

Econ 3101 Intermediate Microeconomics
(Sec 001-006); 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

Econ 3102 Intermediate Macroeconomics
(Sec 001-003); Credit will not be granted if credit has been received for: APEC 3006, APEC 3006, ECON 3112, ECON 3102H; 4 cr; prereq 3101 or equiv; 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 Calc I concurrently. 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 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; prerequisite 1101, 1102 or equiv; not open to Econ majors; meets DELM req of classroom
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
Work load: 30-40 pages of reading per week, 2 exams
Exam format: Some problems and short essays

Econ 3951 Major Project Seminar
(Sec 001, 002); 2 cr; prerequisite 3101, 3102 or equiv, EngC 3027; meets DELM req of classroom
Instructor: STAFF
Description: A senior project is a requirement for the BA and BA-Q degrees in Economics. Students work with the instructor to produce a significant piece of written work in Economics. Criteria for the paper: to demonstrate critical thinking in Economics; collection and analysis of data; economic analysis and effective interpretation of results. Should be modeled as an economics journal article. Check the Undergraduate Handbook (web version or hard copy) on the four ways to satisfy this requirement.
Class time:
Work load: 1 paper
Grade: 100% written reports/papers

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

Econ 4100W Undergraduate Writing in Economics
(Sec 001); 1 cr; max crs 2; A-F only; prerequisite 3101, [concurrence 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.
Work load: 1 paper
Grade: 100% written reports/papers

Econ 4109H Honors Course: Game Theory and Applications
(Sec 001); 4 cr; prerequisite 3101, 3102 or equiv, Math 1271-1272 or equiv; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: This is recommended for Economics majors with a good mathematical background. Normal and extensive forms of Games and applications of games.
Class time: 90% lecture, 10% Discussion
Work load: 30-40 pages of reading per week, 2 exams

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

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

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

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

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

Econ 4261 Introduction to Econometrics
(Sec 001); 4 cr; A-F only; prerequisite [3101 or equiv], [[Math 1271, Math 1272] or equiv], Math 2243, Math 2263, [[Stat 4101, Stat 4102] or [Stat 5101, Stat 5102]]; Math 4242 strongly recommended; meets DELM req of classroom
Instructor: STAFF
Description: This is a required course for Economics B.S. majors offered only in the fall semester. Students must have completed all prerequisites successfully PRIOR to taking this course. The course
Econ 4313 The Russian Economy
(Sec 001); 3 cr; prereq 1101, 1102 or equiv; meets DELM req of classroom
Instructor: STAFF
Class time: 90% lecture, 10% Discussion
Work load: 25-35 pages of reading per week, 7-10 pages of writing per semester, 2 exams
Exam format: essay and problems

Econ 4311W Economic Development
(Sec 001, 002); Credit will not be granted if credit has been received for: ECON 4301, ECON 4301W, ECON 4301; 3 cr; prereq 3101, 3102 or equiv; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Econ 4311W 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 paper
Exam format: essay, short problems

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: 30-50 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 DELM 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 4531 Labor Economics
(Sec 001); Credit will not be granted if credit has been received for: ECON 3501; 3 cr; prereq 3101, 3102 or equiv; meets DELM req of classroom
Instructor: STAFF
Description: Economic analysis of labor markets; population and labor force; labor market institutions; wage and employment theories; labor unions and bargaining; public policy.
Class time: 90% lecture, 10% Discussion

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

Econ 4751 Financial Economics
(Sec 001); Credit will not be granted if credit has been received for: ECON 4759, ECON 4751H; 3 cr; prereq 3101 or equiv, Math 1271 or equiv, 1 sem statistics; 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

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EdHD 1905 Freshman Seminar: Chess, Critical Thinking, & Visual Thinking
(Sec 001); 3 cr; max crs 6; prereq freshman; meets DELM req of classroom
Instructor: Bart, William M !!Educ Distinguished Tchg Awd!!
Description: If you are interested in improving your thinking skills, as you have a lot of fun being challenged playing a video game, then this seminar is for you. The seminar will provide an exposition of the basic components of chess, computer-based chess, and how chess players think, including visual-spatial critical thinking. Students will be highly interactive, as they will learn to play computer-based chess in a carefully supervised manner with corrective feedback being provided. One goal of the seminar will be to move students from novice levels to intermediate levels of chess competency and to improve the visual-spatial critical thinking skills of the students. Students will learn how to evaluate their own games and then will be asked to write brief evaluations of several of their own games. Whether you have no knowledge of chess and chess software or some knowledge of chess and chess software, you will likely improve your competency with chess and chess software and your critical thinking skills in the visual-
spatial domain in this seminar. The thinking skills to be developed in this seminar are often required for achievement in many fields such as mathematics, science, technology, architecture, and the arts. The course will be Web Enhanced (URL to be announced).
Class time: 20% lecture, 20% Discussion, 60% playing chess
Work load: 10 pages of reading per week, 10 pages of writing per semester, 1 exams, 3 papers
Grade: 20% final exam, 60% written reports/papers, 20% class participation
Exam format: A final essay of course reflection will take the place of a final examination.

Econ 4821 Public Economics
(Sec 001); Credit will not be granted if credit has been received for: ECON 3801, ECON 3801; 3 cr; prereq Credit will not be granted if credit has been received for: ECON 3801; prereq 3101, 3102 or equiv; meets DELM req of classroom
Instructor: STAFF
Description: Efficiency of financial markets. Theoretical concepts, empirical evidence.
Class time: 95% lecture, 5% Discussion
Work load: 40-55 pages of reading per week, 2 exams
Exam format: Problem solving, essay

Econ 4831 Cost-Benefit Analysis
(Sec 001); Credit will not be granted if credit has been received for: ECON 4619, ECON 4611V, ECON 4611H; 3 cr; prereq 3101 or equiv; meets CLE req of Writing Intensive; 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: Short essays, 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.
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

EpPsy 3111W Introduction to Critical Thinking
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Bart, William M !!Educ Distinguished Tchg Awd!!
Description: This course is intended to serve undergraduates interested in critical thinking. This course will feature an examination of basic elements of critical thinking along with applications to the analysis of controversies. The students will canvass a contemporary text on critical thinking and several newspaper editorials and well-composed essays on important contemporary issues from journals such as Harper's and The Atlantic Monthly. This course will emphasize writing and class presentations in the evaluation of student performance. Each student will prepare a term report of brief critical reviews of several editorials and a 5-page review of one of the editorials with the editorials and essay being selected by the student. Students will be evaluated on the basis of their class presentations, class participation, and writing assignments. Each student will receive corrective feedback on a draft of at least one editorial review prior to the completion of that writing assignment. Each student will also write a concise final reflection paper and a peer assessment of a draft of an essay review of a fellow student. Students completing this course will improve their critical thinking skills and writing skills and enhance their understanding of critical thinking. The instructor received a Thank you for being a Great Teacher! Certificate for this course. This course is a CLA-approved Writing Intensive Course for undergraduates.
Class time: 20% lecture, 40% Discussion, 40% student presentations
Work load: 15 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers
Grade: 10% final exam, 60% written reports/papers, 20% in-class presentations, 10% class participation
Exam format: A final essay of course reflection will take the place of a final examination.

EpPsy 3119 Learning, Cognition, and Assessment
(Sec 001); Credit will not be granted if credit has been received for: EDHD 5001, EDHD 5001; 3 cr; A-F only; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Samuele, 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

EpPsy 3111W Introduction to Critical Thinking
(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom

This information is accurate as of: 4/6/2005 at 11:38 AM
EPSy 5101 Intelligence and Creativity

Description: This course is intended to help students understand the psychological processes related to intelligence and creativity. This survey course leads students through the basic steps in designing and conducting a research study. Topics include reviewing the literature, different approaches to data collection, managing and analyzing data, and reporting results. "Synthesizing Research: A Guide for Literature Reviews" by Harris M. Cooper, 1998 Sage Publications, ISBN: 0761913483. "Research Methods in Psychology" by John J. Shaughnessy, Eugene B. Zechmeister, and Jeanne S. J. J. Shaughnessy, Eugene B. Zechmeister, and Jeanne S. Rapp, David N. Lane-Getaz, Sharon Jacqueline

Grade: 10% lecture, 40% active-learning, discussion, lab, and project activities

Work load: 20 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 2 papers

EPSy 5216 Introduction to Research in Educational Psychology and Human Development

Description: This course leads students through the basic steps in designing and conducting a research study. Topics include reviewing the literature, different approaches to data collection, managing and analyzing data, and reporting results. "Synthesizing Research: A Guide for Literature Reviews" by Harris M. Cooper, 1998 Sage Publications, ISBN: 0761913483. "Research Methods in Psychology" by John J. Shaughnessy, Eugene B. Zechmeister, and Jeanne S. Rapp, David N. Lane-Getaz, Sharon Jacqueline

Grade: 10% lecture, 40% active-learning, discussion, lab, and project activities

Work load: 20 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 2 papers

EPSy 5114 Psychology of Student Learning

Grade: 10% lecture, 40% active-learning, discussion, lab, and project activities

Work load: 20 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 2 papers

EPSy 5118 Language: Psycholinguistic Research and Educational Application

Grade: 10% lecture, 40% active-learning, discussion, lab, and project activities

Work load: 20 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 2 papers

EPSy 5264 Basic and Applied Statistics

Grade: 10% lecture, 40% active-learning, discussion, lab, and project activities

Work load: 20 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 2 papers

Class time: 100% lecture
Work load: 50 pages of reading per week
Grade: 15% mid-semester exam(s), 15% final exam, 70% written reports/papers
Exam format: multiple choice

EPSy 5221 Principles of Educational and Psychological Measurement (Sec 001); 4 cr; prereq 521 or equiv; meets DELM req of classroom
Instructor: Rodriguez, Michael C.
Description: Principles and methods in educational and psychological measurement. Specifically, the course will cover reliability, validity, item analysis, score interpretation; classical test theory, item response theory, and generalizability theory. Special attention will be given to the construction, interpretation, use, and evaluation of assessments regarding achievement, aptitude, interests, attitudes, personality, and exceptionality.
Class time: 75% lecture, 20% Discussion, 5% Laboratory
Work load: 35 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, 3 memos; 3 labs
Grade: 15% written reports/papers, 15% special projects, 20% lab work, 50% Exams
Exam format: Multiple choice, essay.
Course URL: http://www.edmeasurement.net/5221

EPSy 5244 Survey Design, Sampling, and Implementation (Sec 001); 3 cr; prereq [5221 or 5231 or 5261 or equiv]. (CEHD grad student or MEd student); meets DELM req of classroom
Instructor: Rodriguez, Michael C.
Description: In this course you will develop an understanding of basic survey research methods, particularly those that apply to educational settings with research applications in education and the social sciences. You will develop a practical understanding of the principles of sampling and data analysis. The course is taught from the theoretical basis of Social Exchange Theory and will include the review of state-of-the-art research on survey methods.
Class time: 50% lecture, 30% Discussion, 20% Laboratory
Work load: 20 pages of reading per week, 30 pages of writing per semester, A survey proposal, draft survey, pilot results, data analysis plan.
Grade: 100% Survey Project
Course URL: http://www.edmeasurement.net/5244

EPSy 5261 Introductory Statistical Methods (Sec 004); 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 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 5261 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
Work load: 20 pages of reading per week, 15 pages of writing per semester, 4 exams, 2 papers, weekly homework assignments
Grade: 44% written reports/papers, 22% quizzes, 17% class participation, 17% problem solving
Exam format: multiple choice, true/false

EPSy 5261 Introductory Statistical Methods (Sec 002); 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, EPSY 3264; 3 cr; meets DELM req of classroom
Instructor: Garfield, Joan B !Morse Alumni Award!!
Description: This course provides an introduction to statistics with an emphasis on understanding and applying statistical concepts and procedures. Topics include visual and quantitative methods for presenting and analyzing univariate and bivariate data, and an introduction to inferential techniques (1 & 2 sample t-tests and confidence intervals). Relationships between variables are studied using correlation, simple regression, and chi-square analyses. This is a course for masters' level students who have never studied statistics and need to learn basic terms and methods. The textbook used is "The Basic Practice of Statistics" by David Moore. Classes will meet in computer labs once or twice a week. Students will use ActivStats, a multimedia CD ROM that includes the "Data Desk" software program. An inexpensive calculator may be used in class and on all quizzes. Although no prereqs are listed for this course, it is assumed that all students have had at least 1 year of basic HS algebra. The math content of this course involves simple algebraic formulas, exponents, square roots, signed numbers, and formulas for graphing a line (e.g. y=mx+b). Students will complete a project where they collect and analyze data and write up the reports in a report.
Class time: 30% Discussion, 40% Laboratory, 30% activities
Work load: 20 pages of reading per week, 10 pages of writing per semester, 4 exams, 2 papers
Grade: 30% special projects, 40% quizzes, 20% problem solving, 10% article critiques
Exam format: a mix of formats
Course URL: http://edpsy.coled.umn.edu/programs/Psych-F/methodology/

EPSy 5262 Intermediate Statistical Methods (Sec 001); 3 cr; prereq 3264 or 5261 or equiv; meets DELM req of classroom
Instructor: Everson, Michelle G
Description: This course continues where EPSY 5261 (Introductory Statistical Methods) ends. Together, these two courses provide an alternative to the sequence EPSY 5261-5262. It is assumed that students who are registered in EPSY 5262 have successfully completed EPSY 5261 or its equivalent. By the end of the course, students should be able to: (1) understand the basic ideas and types of experimental design and analysis of variance (ANOVA), (2) run and interpret analyses involving real data using SPSS statistical software, (3) decompose data based on different models, applying algebraic notation, (4) check assumptions for models and select appropriate models for data, and (5) complete an independent project where they design an experiment, gather data, analyze and interpret the data, and write up the results in a report. Because this version of EPSY 5261 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

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understanding of computer use (e.g., e-mail, web browsers, word-processing software).

Class time: 20% lecture, 50% Discussion, 30% Independent learning activities.

Work load: 20 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, weekly discussion group assignments; Note that this course will require access to a full-version of SPSS.

Students are encouraged to contact the instructor prior to the start of the semester to discuss the SPSS component of the course.

Grade: 30% written reports/papers, 46% quizzes, 24% problem solving

Exam format: Short answer

EPsy 5300 Special Topics in Educational Psychology

(Sec 001): 1-9 cr; max hrs 9, 9 repeats allowed; meets DELM req of classroom

Instructor: Erickson, Vera Lois

Description: Consideration of current premises of the nature of self, such that mind, body, and spirit are together recognized; foundational assumptions of our new sciences, related teaching/learning processes, and implications for promoting optimal growth within education. Our resources will include historical and current perspectives of science, psychological perspectives on self, and also current journal and text sources on education that includes spirit.

EPsy 5400 Special Topics in Counseling Psychology

(Sec 001): 1-4 cr; max hrs 8, 8 repeats allowed; meets DELM req of classroom

Instructor: Barner, Pearl

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

EPsy 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 provides 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 5461 Cross-Cultural Counseling

(Sec 001); 3 cr; A-F only; meets DELM req of classroom

Instructor: Thomas PhD, Kay A

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

EPsy 5616 Behavior Analysis and Classroom Management

(Sec 002); 3 cr; meets DELM req of classroom

Instructor: Craig-Unkefer, Lesley

Description: This course is an introduction to the assumptions, principles, and procedures of the behavioral approach to analyzing behavior and programs for classroom management. There is an emphasis on specifying problems, conducting observations, intervening, and evaluating behavioral change.

Class time: 50% lecture, 30% Discussion, 20% practicum requirement

Work load: 25 pages of reading per week, 15 pages of writing per semester, 1 papers

Grade: 10% final exam, 30% written reports/papers, 20% quizzes, 30% class participation, 10% problem solving

Exam format: short answer, multiple choice, true and false

EPsy 5624 Biomedical and Physical Aspects of Developmental Disabilities

(Sec 001): 2 cr; max hrs 3, 1 repeat allowed; A-F only; meets DELM req of classroom

Instructor: Azar, Judith Larson

Description: Through use of videos, lectures, student reports and guest speakers, this course will provide a general overview of various physical and health impairments affecting the school-aged population. What happens to cause different conditions or syndromes will be explored by reviewing genetics, gestational development, and nervous system. Intervention and management of disabilities will be explored by discussion of medical tests and procedures, pediatric pharmacology, role of nurses and therapists in the educational setting. The social/emotional issues and family issues surrounding a disability will be discussed.

Grade: 80% lecture, 10% Discussion, 10% student reports

Exam format: 40-50 pages of reading per week, 15 pages of writing per semester, 2 papers

Grade: 25% written reports/papers, 25% in-class presentations, 25% class participation, 25% visit to community site

EPsy 5656 Social and Interpersonal Characteristics of Students with Disabilities

(Sec 001); 3 cr; A-F only; meets DELM req of classroom

Instructor: STAFF

Description: The focus of this course is on the critical analysis of conceptual and practical issues regarding special education and students with emotional and behavioral disorders.
Class time: 30% lecture, 20% Discussion, 50% Small group activities
Work load: 50 - 60 pages of reading per week, 30 - 40 pages of writing per semester, 2 papers
Grade: 50% written reports/papers, 30% quizzes, 5% in-class presentations, 15% class participation

EE 5991 Independent Study in Educational Psychology
(Sec 001-004); 1-6 cr; max crs 20, 20 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF

EE 2361 Introduction to Microcontrollers
(Sec 001); 4 cr; max crs 40, 1 repeat allowed; prereq 0301, 2301, CSci [1113 or 1901], concurrent registration in 0361; meets DELM req of classroom
Instructor: STAFF
Description: Computer organization, assembly language programming, arithmetic/logical operations, parallel/serial input/output. Microprocessor/microcontroller interfacing: memory design, exception handling, interrupts, using special-purpose features such as A/D converters, fuzzy logic, DSP operations. Integral lab.
Class time: 50% lecture, 15% Discussion, 35% Laboratory
Work load: 35 pages of reading per week, 3 exams, Work problems - 8 per week
Grade: 15% mid-semester exam(s), 40% final exam, 15% quizzes, 20% lab work, 10% problem solving
Exam format: Solve problems
Course URL: http://www.ece.umn.edu/class/ee2361

EE 4970 Directed Study
(Sec 001-005); 1-3 cr; max crs 3, 1 repeat allowed; prereq Cr ar [may be repeated for cr]; dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Studies of approved projects, either theoretical or experimental.

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

EE 5960 Special Topics in Electrical Engineering III
(Sec 001); 1-4 cr; max crs 12, 3 repeats allowed; meets DELM req of classroom
Instructor: STAFF
Description: Special topics in electrical and computer engineering. Topics vary.

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: Craig, Siobhan S
Description: This course will introduce students to different aspects of the study of literature, focusing on several literary genres, including poetry, novels, plays and short stories. Together, we will examine changing concepts of the “self” or “subject” in literature. Additional questions that we will consider include the issue of canon formation: why are certain texts judged as “great,” or enduring? What is the difference between “literature” and popular cultural forms, such as comic books or movies? We will also look at the relationship between literature and social or historical factors such as: “modernity” and industrialization; colonialism and power relationships based on race; prevailing gender roles and expectations; and changing attitudes towards sexuality and the human body. What are the assumptions and expectations we all bring to the study of literature? We will question ourselves as readers, and examine the different levels on which we experience literature, whether cognitive, aesthetic, emotional, or even unconscious. Students will be encouraged to become active, responsive and critical readers.
Class time: 75% lecture, 25% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 3 papers, weekly short reading responses
Grade: 75% written reports/papers, 25% weekly short reading responses

EngL 1181W Introduction to Shakespeare
(Sec 001, 008); Credit will not be granted if credit has been received for: ENGL 1182, ENGL 1181V; 4 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive; 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.

Engl 1301W Introduction to Multicultural American Literature (Sec 001, 010-012); 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: STAFF
Description: There can never be one single voice for the American experience, an idea that is illuminated through a study of American multicultural literature. How have African Americans, Latinos/as, Native Americans, and immigrants told of their experiences? How has the struggle for equality found its voice in novels, plays, and testimonies? How does literature both embrace and resist the dominant culture? These questions are answered in diverse ways by such authors as W.E.B. DuBois, Frederick Douglass, Joy Kogawa, Leslie Marmon Silko, and many others.

Engl 1401V Honors: Introduction to "Third World" Literatures in English (Sec 001); Credit will not be granted if credit has been received for: ENGL 1401, ENGL 1401E, ENGL 1401W, ENGL 1401W; 4 cr; A-F only; prerequisite: CLE req of International Perspectives Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: Ismail, Qadri M
Description: This course is an introduction to some of the questions and concerns raised by what has come to be known as "post-colonial studies," a term that has displaced the term "third world," at least in some parts of the academy. Its primary focus will be on the impact of colonialism, and problems encountered during and after the movement for, and moment of, decolonization on our present, post-9/11 world. Gender - particularly the relation of women to colonialism and nationalism - will be of central concern throughout the course. We will bring these concerns to a variety of texts, literary and non-literary, taken from both what used to be called the "third" and the "first" worlds. There will be an emphasis on classroom discussion - which will, inevitably, given the nature of the texts and topics under consideration, center around contemporary political and social questions as much as strictly literary ones. The relationship between the United States and the rest of the world today will be another central concern.

Engl 1401W Introduction to "Third World" Literatures in English (Sec 001, 007); Credit will not be granted if credit has been received for: ENGL 1402, ENGL 1401W, ENGL 1401W; 4 cr; meets CLE req of International Perspectives 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 Anglphone 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 001-003); 4 cr; A-F only; meets CLE req of Citizenship/Public 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 sphere? 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 1701 Modern Fiction (Sec 001); 4 cr; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Weinstein, Joel!! Ruth Christie English Award; Morse Alumni Award!!
Description: English 1701 provides an introduction to short stories and novels written after 1850, both in English and in translation from other languages. John Cheever, Ernest Hemingway, Franz Kafka, William Faulkner, Zora Neale Hurston, and James Baldwin are among the authors students are likely to study. 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: 25 pages of reading per week, 15 pages of writing per semester
Grade: 80% written reports/papers, 20% quizzes
Course URL: http://www.webct.umn.edu

EngL 1701H Honors: Modern Fiction (Sec 001); 4 cr; meets CLE req of Other Humanities Core; meets CLE req of Literature Core; meets DELM req of classroom; meets HON req of Honors
Instructor: Weinstein, Joel!! Ruth Christie English Award; Morse Alumni Award!!
Description: English 1701 provides an introduction to short stories and novels written after 1850, both in English and in translation from other languages. John Cheever, Ernest Hemingway, Franz Kafka, William Faulkner, Zora Neale Hurston, and James Baldwin are among the authors students are likely to study. 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. Individual students will lead discussions on stories of their choice.
Class time: 100% Discussion
Work load: 25 pages of reading per week, 15 pages of writing per semester
Grade: 80% written reports/papers, 20% class participation
Course URL: http://webct.umn.edu

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; 4 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Engle, Sabine
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 005; Credit will not be granted if credit has been received for: ENGL 3801, 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: Loeschnigg, Martin Arthur 
Description: This course introduces students to basic techniques of literary analysis by presenting straightforward approaches to some of the most powerful forms of English literature. We begin with the poetry of the self, discussing questions to ask of such poems and looking at the "self" various poets present, the choices they make, and how they achieve their effects. We also think about what it might feel like to be that self through a number of light-hearted attempts at imitation. We turn next to Malory's story of King Arthur and the knights of the round table to discuss narrative that is not concerned with character development. We look finally at changes in what we think of as dramatic by comparing Monty Python's Holy Grail to Malory's and by examining Shakespeare's Romeo and Juliet and Norman and Stoppard's Shakespeare in Love. 
Class time: 50% lecture, 50% Discussion 

EngL 3002W Survey of American Literatures and Cultures I 
(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: Brennan, Timothy Andres 
Description: The goal of this course is to give you a foundation in theory's terminologies, the different methodologies used in literary and cultural analysis, and a sense of the various schools of criticism that have developed in the postwar period. The intended outcome is for you to learn about as wide a range of theoretical positions as possible in a single semester. Apart from discussing specific textual and cultural problems, we will investigate the work of well-known thinkers themselves. We will attempt to understand and, if possible, master their most characteristic styles of argument without necessarily internalizing their lessons in a subservient way. In recognition of our uneven levels of training, the course has been set up to accommodate the greatest number of you while retaining the goal of rigorous intellectual preparation. We will work through individual chapters from the anthology, Critical Terms for Literary Study. These chapters correspond to basic problematics of literary and cultural theory (for example, "representation," "value," "class," and "desire.") The anthology has been designed to present this deceptively simple material in everyday language. We will supplement its chapters with essays from a course packet. The packet is also intended to introduce students to the seminal work of theorists who defined fields of inquiry rather than merely commented on those fields at a later date. 
Work load: Faithful class attendance and participation is mandatory. 
Exam format: There will be one midterm and a final essay.

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: Watkins, John 
Description: English 3003 will examine the simultaneous emergence and critique of a national literary tradition in Britain from the Anglo-Saxon invasions through the eighteenth century. Emphasis will be on the development of such genres as the epic, lyric poetry, and the novel. We will be particularly interested in the relationship between literature and other fields of cultural and social experience, including politics, religion, economics, the other arts, science, and technology. 

EngL 3005W Survey of American Literatures and Cultures I 
(Sec 001); 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: Bales, Kent 
Description: English 3005 surveys American literature from the first
European contacts to 1860 and the run-up to the Civil War. In a fascinating intersection between literature and history, the course examines a wide variety of texts over a range of issues, from Native American resistance to colonial nation-building, from execution sermons to romantic poetry, from what Emerson called self-reliance and Whitman called personalism to social experiments with communal life and the politically inspired creation of the national civil religion often called "the American way." Our diverse readings will include personal narrative, biography, essays, letters, speeches, sermons, histories, poems, oral transcriptions, stories, sketches, 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.

Course URL: http://blog.lib.umn.edu/tgus/Shakespeare/

EngL 3007 Shakespeare (Sec 001); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Luke, David B
Description: A survey of Shakespeare's plays encompassing his major periods and genres. The course will study his plays from historical, philosophical, and psychological perspectives with further consideration of issues of language and theater. The plays will be ROMEO AND JULIET, A MIDSUMMER NIGHT'S DREAM, RICHARD II, HENRY IV, PART ONE, MACBETH, KING LEAR, and ANTONY AND CLEOPATRA.

EngL 3007 Shakespeare (Sec 002-005); 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: Sonneteer, 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 3009 General Topics: Grant Writing & Development (Sec 003); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of independent study; meets DELM req of correspondence; meets DELM req of classroom
Instructor: Ferguson, Jeanine
Description: Grant writing and development is designed for students in various disciplines. Its aim is to help you secure funding from public and private funding agencies. Special attention will be paid to identifying and locating funding sources, recognizing and addressing the interests of various audiences, as well as preparing effective, well-designed proposals. To that end, the course will familiarize you with everything from search engines to evaluation designs. It is intended for students at all levels as well as individual grant seekers and fundraisers. No prerequisite.

EngL 3009 General Topics: Intro to Canadian Literature in English (Sec 002); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of independent study; meets DELM req of correspondence; meets
EngL 3102 Chaucer
Instructor: Loeschnigg, Martin Arthur
Description: During the last decades, Canadian literature has attracted much international attention. Novels by Margaret Atwood, Michael Ondaatje and Yann Martel have won the Booker Prize, one of the most prestigious literary awards in the English-speaking world, and authors such as Alice Munro and Mavis Gallant are regarded, by common consent, as being among the world's finest writers of short fiction. The course provides a survey of the historical development of Canadian literature from the colonial period and the time of emerging nationhood to the present. In particular, we shall discuss some of the highlights of contemporary Canadian fiction with a view to the historical and cultural backgrounds of texts. We shall thus deal, for instance, with literary representations of the wild and of the frontier, of the situation of Canada's First Nations, of immigration and of multicultural urban Canada. Reading: An Anthology of Canadian Literature in English, revised and abridged edition, eds. Russell Brown, Donna Benett & Nathalie Cooke, Toronto: Oxford University Press 1990. The New Oxford Book of Canadian Short Stories in English, eds. Margaret Atwood and Robert Weaver, Toronto, Oxford, New York: Oxford University Press 1997. Margaret Laurence, The Diviners (1974) Timothy Findley, The Wars (1977) Michael Ondaatje, The English Patient (1992) Margaret Atwood, Alias Grace (1996) Anne Michaels, Fugitive Pieces (1997) Yann Martel, Life of Pi (2002)
Class time: 50% lecture, 40% Discussion, 10% short oral presentations by students
Work load: 150 pages of reading per week
Grade: 60% written reports/papers, 20% in-class presentations, 20% class participation

EngL 3102 Chaucer
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Farber, Lianna
Description: Geoffrey Chaucer has been considered the "father of English poetry" for almost six hundred years, but just what this approving tag might mean has varied considerably. Some have seen him as a consummate craftsman, others as a deep philosopher, still others as one of the greatest jokers of all times. The Victorians praised his religious stories while excising his bawdy tales of adulterous bed-hopping; later generations found the very fabliaux Victorians censored a salutary antidote to Victorian piety, showing a poet unafraid to engage with the world as it was. Chaucer's writing has been praised by some for its irony, by others for its earnestness; by some for its complex ambiguity, by others for its straightforward way with a good story. In this class we will reach our own conclusions by reading Chaucer's major works, paying attention along the way to his social, political, religious, literary and linguistic milieu.

EngL 3133 Stuart England: 17th-Century Literature and Culture: The King James Bible as Literature
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Haley, David B
Description: This course is an introduction to the Jewish Bible, or the Old Testament as it's called in the King James Version that we'll use for our text. The Jewish Bible has four parts: the Torah or Pentateuch, the Historical Narratives, the Prophets, and the Writings. Our reading starts with Exodus and Israel's discovery that they are YHWH's people. After Exodus, we begin over again at Genesis and proceed through the Torah to the historical narratives with their tales of Israel's judges and kings before and after David. In the second half of the course, after glancing at the minor prophets, we concentrate on seven of the Writings: Psalms, Daniel, Ruth, Esther, Proverbs, Ecclesiastes, and Job. While you'll gain some knowledge of the religion and history of Israel, your chief aim in the course will be to learn how the Bible can be read as literature.
Class time: 50% lecture, 50% Discussion
Work load: 80 pages of reading per week, 8 pages of writing per semester, 1 to 3 papers, 3 or 4 substantial quizzes; at least two 300-word reports
Grade: 40% written reports/papers, 30% quizzes, 30% class participation

EngL 3134 Milton and the Century of Revolution
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Haley, David B
Description: John Milton's later works next to Shakespeare England's greatest poet, in fact excelled Shakespeare as a political writer and champion of freedom. Where Shakespeare wrote to entertain a growingly self-absorbed court, Milton appealed to an enlightened public, addressing their private concerns (marriage and education) as well as the burning topics of politics and religion. The first part of this course will introduce students to Milton's earlier poems and prose leading up to the climactic event of 1649: the Regicide that founded England's republic (and eventually America's). The rest of the course is devoted to PARADISE LOST and SAMSON AGONISTES, two Restoration masterpiece recalling the birth of freedom that reactionary conservatives, after 250 years, still refer to as the Great Rebellion.
Class time: 40% lecture, 60% Discussion
Work load: 50-80 pages of reading per week, 12 pages of writing per semester, 1 papers, Several 300-word reports
Grade: 25% written reports/papers, 25% quizzes, 50% class participation

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

EngL 3221 American Novel to 1900
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Bales, Kent
Description: Exploring, exploiting, kidnapping, murdering, betraying, adultery, abused and orphaned children, slavery and abolition, cross-cultural encounters and collisions--early American novels are as full of event and conflict as was the culture that produced them. Writers and readers grapple with the contradictions they dealt with in their own lives: were they builders of a nation or destroyers of a native people? democrats or builders of social classes and worshippers of wealth? lovers of freedom or slave-holders? equal partners in marriage or segregated into two spheres of influence and power? exploiters or nurturers of children? entitled to privacy or scrutinized publicly for the good of society? inheritors and creators of a common culture or of disparate regional ones? The novel, the bringer of "news" about the present and recent past, reported on the conflicts arising from such contradictions and invented in the process new ways of reporting such truths, of seeing them. For us to see what was going on, we must concern ourselves with at least three different histories: the history being represented in the novels, the history of the time in which the novel was written and first read, and the literary history of the form itself (mostly within the U.S. during the nineteenth century). While some of you may already know a lot about one or more of these histories, few if any of you will be able to do all of this simultaneously. The writing assignments take that difficulty into account.
Class time: 50% lecture, 50% discussion and panel presentations
Work load: 200 pages of reading per week, Readings will be selected from works by Brown, Sedgwick, Stowe, Hawthorne, Melville, Twain,
EngL 3505 Community Learning Internships I
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Daireg, Eric Stephen
Description: This is the first of a two-semester course, and enrolling students are required to take EngL 3506, Community Learning Internships II (4 cr) in the spring. (Spring term course will meet from 4-6 pm on Wednesdays.) Community Learning Internships takes students beyond the classroom to explore the connections between literature and literacy, theory and practice, community work and academic study. Students will work as year-long interns in local community-based education projects, in such organizations as Minnesota Internship Center Charter High School, Jane Addams School for Democracy, Franklin Learning Center, PYS Alternative High School, Kaleidoscope After school program, Youth Farm. At weekly meetings, interns will meet with faculty and community representatives to reflect on their daily work and the practical relevance of academic skills in diverse social and cultural contexts. Recommended especially for English majors considering careers in education, nonprofits, and social services. Training provided by Career and Community Learning Center, Minnesota Literacy Council, and orientations at respective internship sites. EngL 3505-3506 meets the English major requirement for language/theory (approved March 2005). The instructor and the English Department will support student petitions to have EngL 3505-3506 meet the University's Cultural Diversity and Citizenship/Public Ethics Themes.
Work load: 4 papers, 4 hours/week at a participating internship site, selected readings, a 25-page action-reflection journal, class participation, listserv participation

EngL 3591W Introduction to African American Literature
(Sec 001); Credit will not be granted if credit has been received for: AFRO 3591, ENGL 3591, AFRO 3591W, ENGL 3591W, AFRO 3591W, AFRO 3591W, AFRO 3591W; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Wright, John Samuel !!!Morse Alumni Award!!
Description: African Americans are "America's metaphor," Richard Wright conjectured, posing both a riddle and a rифф. He hinted that we might find in the shadow of African American literature our brightest mirrors, & thereby see ourselves, and the paradoxes/potentialities of our national experience, through the world of words and images conjured up over the past two centuries by African American writers. From its own vantage point in American cultural space & time, the African American literary imagination has tended to see life as a succession of trials/oppositions/bittersweet joys in a chaotic & capricious moral universe where, Frederick Douglass wrote, "reason is imprisoned and passions run wild." Logic, beauty, and justice have been inverted or overthrown here, and black heroes/heroiners wear masks in order to reveal themselves, learn in order to defy their teachers, sin in order to be sanctified, act old when young, are treated as children when adults, are freed in order to be re-enslaved, become invisible in order to be seen, hate in order to love, kill in order to create, and die in order to live. This course takes us from the earliest African American literary works--18th & 19th century slave autobiographies, folklore, abolitionist essays and orations and poems--to 20th century literature marked by startling diversity and modernist innovation, by growing critical acclaim, and by politico-aesthetic movements such as the Jazz Age Harlem Renaissance and Black Arts Movement of the 1960s.
Class time: 65% lecture, 25% Discussion, 10% Film
Work load: 150 pages of reading per week, 3 short papers, 1 research paper, 4 or 5 short quizzes
Grade: 30% written reports/papers, 10% quizzes, 60% short essays (20% each essay)
Engl 3751 Theory and Practice of Writing Consultancy
(Sec 001); 4 cr; prereq instr consent; credit will not be granted if credit received for: 3607; meets DELM req of classroom
Instructor: Jamsen, Kirsten
Description: Seminar in the theory and practice of teaching writing through one-on-one tutorials. Students investigate how writers learn to write, how writing is taught in the academy, and how rhetorical conventions and views of literacy vary across disciplines. Through mock conferences, reflective exercises, and collaborative problem-solving sessions, students will practice and consider how peer tutors can conduct successful one-on-one conferences with students from a variety of disciplines, backgrounds, and experiences. Students enroll in this course while tutoring in one of the University's writing centers.
Class time: 15% lecture, 50% Discussion, 35% small group activities
Work load: 60 pages of reading per week, 30 pages of writing per semester, 4 papers
Grade: 60% written reports/papers, 10% in-class presentations, 30% class participation
Exam format: no exams

Engl 3833V Honors Thesis
(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; A-F only; prereq Honors candidacy in English, consent of English honors advisor; meets CLE req of 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 from 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/

Intensive; meets DELM req of classroom
Instructor: Tinsley, Natasha
Description: "The Negro the world over is famous as a mimic. But this in no way damages his standing as an original... Mimicry is an art in itself. If it is not, then all art must fall by the same blow that strikes it down." —Zora Neal Hurston, "Originality" (1934) "Emancipate yourself from mental slavery/None but ourselves can free our minds," sings Bob Marley in "Redemption Song." As this Jamaican lyric underscores, decolonization is both a material and conceptual reconfiguration of world orders—a struggle for interpretive as well as political power. This course examines Caribbean literary texts that thematize this interpretive struggle by self-consciously rewriting "masterpieces" of English literature. Reading comparatively between the texts and their sources, we will explore how authors transform plots, characters, imagery, and language to transpose colonial fictions to new historic, geographic, and linguistic topoi. As we work dialogically between the British canon and literary texts from Trinidad, Cuba, Martinique, St. Lucia, South Africa, Dominica, and Guadeloupe, the course traces a postcolonial literary history that destabilizes conventional divisions between metropole/colony, center/periphery, questioning the ground on which divisions between major and minor literatures are constructed.
Class time: 20% lecture, 80% Discussion
Work load: 150+ pages of reading per week, 21+ pages of writing per semester, 2 papers, weekly response papers in addition to 21 pages of writing
Grade: 65% written reports/papers, 35% class participation

Engl 3980 Directed Instruction
(Sec 001); 1-6 cr; max crs 6, 1 repeat allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: STAFF
Description: Guided individual learning about teaching undergraduate courses through research and assisting in instruction. Before receiving permission to register, students must submit to the English Undergraduate Studies Office a signed written contract using the CLA Student/Faculty Contract for Directed Study/Research. Directed Instruction, "Y" Registration, and "X" Credit available in all CLA advising offices, including the English Undergraduate Office. No catalogue description exists, but the description is as follows: An opportunity to learn more about a subject you have studied by assisting in teaching it to others. One to six credits per semester may be earned through directed instruction; a maximum of eight credits may be applied toward a CLA degree. Students can expect to complete a formal writing assignment as part of the course requirements. This registration is intended primarily for English majors already admitted to the major. This is an opportunity which takes careful planning between student and professor and is thus not frequently used. The department expects that two to four students will take the course in an academic year, none in extension or summer session.
Class time: 100% Class time: 100% need permission, will assist that professor, work independently in consultation with professor.
Grade: 100% written reports/papers, 0% Grade: 100% based on writing assignment defined by students and the supervising professor in the written contract.

Engl 3993 Directed Reading/Study
(Sec 001); 1-8 cr; max crs 3, 1 repeat allowed; prereq instr consent, dept consent, college approval; meets DELM req of classroom
Instructor: STAFF
Description: Guided individual study. Open to qualified students for one or more semesters. Before receiving permission to register, students submit to the English Undergraduate Studies Office a signed contract using the CLA "Student/Faculty Learning Contract" available in all CLA offices.

Engl 3960W Senior Seminar: Rewriting Colonial Fictions
(Sec 003); 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent; meets CLE req of Writing
This information is accurate as of: 4/6/2005 at 11:38 AM

Engl 4152 Nineteenth Century British Novel
(Sec 001); 3 cr; A-F only; meets DELM req of classroom

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Instructor: Luke, David B
Description: The course will study the cultural developments of the 19th-C English Novel from Mary Shelley's "Frankenstein" through Bronte, Dickens, Eliot and Hardy, to Joseph Conrad's "Heart of Darkness" (1898) in terms of aesthetic, psychological, philosophical, and social issues. 
Class time: 75% lecture, 25% Discussion
Work load: 200 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation, 10% attendance
Exam format: short answers and/or short essays

Engl 4233 Modern and Contemporary Drama
(Sec 001): 3 cr; A-F only; meets DELM req of classroom
Instructor: Lee, Josephine D
Description: This course surveys a range of works written for theater in the 19th and 20th century by playwrights such as Henrik Ibsen, George Bernard Shaw, Elizabeth Robins, Anton Chekhov, August Strindberg, Samuel Beckett, Caryl Churchill, Wole Soyinka, and others. Emphasis will be placed on understanding theatrical form and production as well as the demands of reading dramatic literature. We will emphasize how the major aesthetic forms of modern drama—the well-made play, realism, expressionism, symbolism, epic theater, absurdism—presented not just distinctive theatrical styles, but also new ways of "seeing" for the theatrical spectator. We will also look at how differences of gender, class, and race inform the content and presentation of these plays.
Class time: 20% lecture, 80% Discussion
Work load: 75-100 pages of reading per week, 30 pages of writing per semester
Grade: 75% written reports/papers, 25% lab work

Engl 5110 Readings in Middle English Literature and Culture: Chaucer
(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: 5210; meets DELM req of classroom
Instructor: Farber, Lianna
Description: Geoffrey Chaucer has been considered the "father of English poetry" for almost six hundred years, but just what this approving tag might mean has varied considerably. Some have seen him as a consummate craftsman, others as a deep philosopher, still others as one of the greatest jokers of all times. The Victorians praised his religious stories while excising his bawdy tales of adulterous bed-hopping; later generations found the very fabliaux Victorians censored a salutary antitote to Victorian piety, showing a poet unafraid to engage with the world as it was. Chaucer's writing has been praised by some for its irony, by others for its earnestness; by some for its complex ambiguity, by others for its straightforward way with a good story. In this class we will reach our own conclusions by reading Chaucer's major works, paying attention along the way to his social, political, religious, literary and linguistic milieu.

Engl 5593 The Afro-American Novel
(Sec 001): Credit will not be granted if credit has been received for: AFRO 5593, AFRO 5593, AFRO 5593, AFRO 5593; 3 cr; meets DELM req of classroom
Instructor: Wright, John Samuel !!Morse Alumni Award!!
Description: Since the convergence of romanticism and literary abolitionism in the 1850s, African American writers have discovered strategic uses for the modern novel -- making it both an ethical instrument and the bearer of valued traditions. Inclined initially more to social realism than to fantasy, romance, or surrealism, black American novelists have created a "committed" literature rooted in the view that the images and ideas of the novel are potential weapons in the struggle for social justice and social transformation. Yet an ever present counter-current of comedies, satires, historical fables, and speculative fictions developed by African American novelists express their indebtedness also to philosophical and folk traditions that view literature as a healing ritualistic exploration of human possibility and the transmundane of alternate worlds and worldsview.
Class time: 60% lecture, 10% Closed Circuit TV, 20% Discussion, 10% quizzes; To complement lectures, during regular class meetings we will rely periodically on filmed interviews or documentaries, as well as on a variety of informal small groups to help focus your attention on the texts and concepts at hand.
Work load: 150 pages of reading per week, 15-25 pages of writing per semester, 2 papers, Written assignments: Option A - journal & term paper; Option B - short paper and term paper. Occasional quizzes; research paper replaces final exam.
Grade: 45% written reports/papers, 20% quizzes, 5% class participation
EngC 1011 University Writing and Critical Reading
(Sec 001-022); 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 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, 002); 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 001-013); 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 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 1012 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 1013 University Writing and Critical Reading: Nature and the Environment (Sec 001-013); 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 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 1013 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 1014 University Writing and Critical Reading: Contemporary Public Issues (Sec 001-014); 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 001-005); 4 cr; prereq placement in category [2 or 3]; meets DELM req of classroom
Instructor: STAFF
Description: This course is a version of EngC 1011 with a thematic
focus. Students explore how they relate to cultures and events globally to develop an inclusive understanding of the effects of globalization on contemporary life. Assignments will help students deal explicitly with important cultural, political, diplomatic and other interdependencies in today's world. Students will explore historical patterns as they explore current literature, media reports and analysis, and "hot issues" in regions inside and outside the U.S. to help them understand how events, perspectives, and attitudes affect us as a global community. Students will read articles, view films, read international newspapers and media publications, and write papers from various cultural perspectives to help them with understanding events from beyond that of an American ethno-centric point of view, analyzing events around the world to understand how we are interconnected globally. **Work load:** 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

EngC 1016 University Writing and Critical Reading: Community Learning and Civic Engag
(Sec 001-003); 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.
**Work load:** 10 pages of reading per week, 20 pages of writing per semester, 4 papers, Up to 2 hrs. per week outside of class with a community organization

EngC 1021W Intermediate Expository Writing
(Sec 001, 002); 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 1021W Intermediate Expository Writing
(Sec 001-003); 3 cr; 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

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:** Introductions 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 workshops of students' work, and weekly lectures by local writers. The topics will include finding your material, creating characters, revision, writing from memory, and the creative imagination. Through a progression of exercises in creative writing, students will create three portfolios of writing: poetry, fiction, and nonfiction. By discussing and critiquing assigned readings by the visiting lecturers, as well as one another's work, students will improve their critical reading abilities and learn to read as writers.
**Class time:** 50% lecture, 25% Discussion, 25% writing workshop
**Work load:** 15-20 pages of writing per semester, 150 pages reading per semester

EngW 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.
**Work load:** 15-20 pages of writing per semester, 150 pages reading per semester

EngW 1103 Introduction to Poetry Writing
(Sec 001, 002); 3 cr; 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

This information is accurate as of: 4/6/2006 at 11:38 AM
EngW 3104 Intermediate Poetry Writing
(Sec 001, 002); 3 cr; prerequisite 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 poetry. The course will focus on craft and stylistic techniques using writing exercises and readings from a range of poets writing in different forms. The workshop portion of the class will be devoted to developing individual student work, critiquing other students' work, and reading in front of an audience.
Class time: 50% Discussion, 50% Laboratory

EngW 3106 Intermediate Literary Nonfiction Writing
(Sec 001, 002); 3 cr; prerequisite 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 3960W Writing Workshop for Majors: Poetry
(Sec 002); 4 cr; prerequisite EngW major, 6 cr of EngW [including 3xxx appropriate for workshop genre], [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Browne, M D !!CLA Distinguished Tchg Awd!!
Description: This writing workshop for English majors with a strong interest in creative writing is designed to allow students to complete their senior project for the major. Students will complete at least one project to be submitted as their senior project, though additional work will also be required. Students taking this course to fulfill their seminar and senior paper requirements must also register for EngL 3882, or EngL 3884. Prerequisites: English major, 6 cr of EngW, jr or sr, major adviser permission. Application in advance (forms available in 225 Lind Hall). Exceptions may be allowed if the student has generated a significant body of creative work in poetry or fiction or creative personal essays. The instructor will review requests to waive the prerequisites named above on the basis of a manuscript submission (5pp poetry, 10pp prose), accompanied by a letter describing the student's writing preparation and experience. Bring such requests to the English undergraduate office, 225 Lind Hall.
Class time: 80% Discussion
Work load: 30 pages of reading per week, 20 pages of writing per semester, 1 paper
Grade: 50% written reports/papers, 50% class participation

EngW 3960W Writing Workshop for Majors: Fiction
(Sec 001); 4 cr; prerequisite EngW major, 6 cr of EngW [including 3xxx appropriate for workshop genre], [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Schumacher, Julie
Description: This advanced course in literary fiction is designed for students with a strong background in fiction writing and reading. Final projects will consist of "new" work written during the semester. We will be reading and critiquing work by students and work by published contemporary writers. Sessions will involve craft tutorials, literary discussions and manuscript assessment.
Class time: 100% Discussion
Work load: 75 pages of reading per week, 35 pages of writing per semester
Grade: 75% written reports/papers, 15% in-class presentations, 10% class participation

EngW 5102 Advanced Fiction Writing
(Sec 001); 4 cr; max crs 8; prerequisite dept consent; meets DELM req of classroom
Instructor: STAFF
Description: We will be reading and critiquing student fiction, including short stories and chapters from novels. I will be handing out guidelines for doing so at the first meeting. Members of the workshop should expect to have two, possibly three, manuscripts critiqued, each one approximately 15 to 20 pages in length, and we will also be reading and discussing short stories from an anthology, considering their formal properties. I will expect active participation from everyone, including written comments to be turned in to the week's contributors and to me.

EngW 5106 Advanced Literary Nonfiction Writing
(Sec 001); 4 cr; max crs 8; prerequisite dept consent; meets DELM req of classroom
Instructor: Browne, M D !!CLA Distinguished Tchg Awd!!
Description: This is a workshop for experienced writers of poetry. We will start the course by critiquing three poems by each member of the class and then go on to critiques of individual poems for the rest of the semester. We exchange written comments on each poem. Students are also encouraged to keep notebooks, to memorize, and to bring in favorite poems and statements on poetry and poetics to class for discussion and reading. Each session begins with a writing exercise. At the end of the semester, students turn in a portfolio of poems, including (typically) some revisions and a statement of self-assessment. Admission to the workshop requires instructor's permission based on reading of a student manuscript (10-12 poems).
Class time: 10% lecture, 90% Discussion
Work load: 20 pages of reading per week
Grade: 50% written reports/papers, 50% class participation

EngW 5205 Screenwriting
(Sec 001); 4 cr; prerequisite [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 5310 Reading as Writers: The Essay
(Sec 001); 4 cr; max crs 8; prerequisite grad student, dept consent; meets DELM req of classroom
Instructor: Hamp, Patricia !!CLA Distinguished Tchg Awd!!
Description: This class will be devoted to what may be the most wily genre in contemporary letters. The essay is written not only by "essayists," but by poets, fiction writers, people who don't even consider themselves writers-just about anyone who wishes to convey a personal response to something or other. As the most imprecise of forms, the personal essay is everywhere around us-in books, magazines, the Op/Ed pages of newspapers, on radio and television "commentary." The purpose of our survey will be to consider individual...
masters of the form, but also to consider the different kinds of writing that shelter under the big umbrella called "the personal essay." The course will be anchored by four book-length essays. Because this is a reading course, there is no workshop component. However, there will be an opportunity, on a regular basis, to write brief essays, and, on a revolving basis, we will hear work read aloud in class. At the plate: John Berger, Joan Didion, George Orwell, Natalia Ginzburg, Adam Gopnik, Henry Miller, Mark Doty, Colette, with many more also in the lineup.

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.

Entomology
219 Hodson Hall: 612/624-3636

Ent 4096 Professional Experience Program: Internship
(Sec 001): 1-3 cr; max crs 3, 1 repeat allowed; S-N only; prereq COAFES jr or sr, complete internship contract available in COAFES Career Services before enrolling, UC only, instr consent; 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 5900 Basic Entomology
(Sec 001, 005-019): 1-6 cr; max crs 6, 1 repeat allowed; prereq instr 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 001, 005-019): 1-6 cr; max crs 10, 10 repeats allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Individual field, lab, or library studies in various aspects of entomology.

Environment and Natural Resources

ENR 1201 Conservation and Management of Natural Resources
(Sec 001): 3 cr; A-F only; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Blinn, Charles R !!Distinguished Ext Faculty; CNR-Newman Comm Impact Award!!
Description: This class is intended for 1) lower division (freshman, sophomore) students with an interest in natural resource management (e.g., those majoring in Forestry, Water Resources, Soils, Fisheries and Wildlife, Agronomy, Horticulture or Agriculture) and 2) students from other programs who have an interest in natural resource conservation and management. Introduction to the issues and approaches associated with conserving and managing natural resources locally, in the Midwest, United States, and globally. Discussion of the basic concepts of ecology, current issues and approaches associated with conserving and managing a variety of renewable natural resources, environmental ethics, conservation
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economics, and more. Renewable resources addressed include soil, forests, wildlife, fisheries, and wind and solar power. Offered every fall (days) and spring (evenings). The class uses an open, highly participatory, format. We rely on guest speakers, small groups and in-class discussion to explore and personal expression through writing. People from all backgrounds, orientations and points of view are welcomed. We especially seek a wide variety of views and styles of interaction.
Class time: 70% lecture, 30% Discussion
Work load: 15 pages of reading per week, 40 pages of writing per semester, 3 exams, 2 papers, Approximately six (6) Jigsaws which provide an opportunity to work in small groups, either role playing different perspective in a current natural resource issue or explaining information to others from assigned readings.
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 30% Jigsaws
Exam format: Multiple choice, essay, matching, and true/false
Course URL: http://webct.umn.edu

ENR 3101 Conservation of Plant Biodiversity
(Sec 001): Credit will not be granted if credit has been received for: NRES 5101, NRES 5101, ENR 5101; 3 cr; A-F only; prereq Biol 1001 or Biol 1009; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Blinn, Charles R !!Distinguished Ext Faculty; CNR-Newman Comm Impact Award!!
Description: Introduction to the principles underlying the assessment and conservation of plant biodiversity at the individual, population, and community levels. Case studies in management of biodiversity to restore or maintain ecosystem function covering issues including genetics, timber harvesting, invasive species, plant reproduction, proprietary rights and others. Assumes a knowledge of basic botany. Offered every fall.

ENR 3251 Natural Resources in Sustainable International Development
(Sec 001): Credit will not be granted if credit has been received for: FR 5251, NRES 5251, ENR 5251, LAS 3251, LAS 3251; 3 cr; A-F only; meets CLE req of Environment Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Current, Dean Alan
Description: International perspectives on resource use in sustainable development in developing countries, including the integration of natural resource issues with social, economic, and policy considerations. Overviews of agriculture, forestry, agroforestry, non-timber forest products, water resources, certification, and development issues, including Latin American case studies. Offered every fall.
Class time: 65% lecture, 35% Discussion
Grade: 35% written reports/papers, 5% class participation, 60% Exams
Exam format: Short answer and short essays

ENR 3261W Economics and Natural Resources Management
(Sec 001): Credit will not be granted if credit has been received for: NRES 5261, NRES 5261, ENR 5261; 4 cr; A-F only; meets CLE req of Environment Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Kilgore, Mike
Description: Introduction to fundamental microeconomic principles and the relationship of economic principles and concepts to natural resource management. Specific topics covered include externalities, public goods, the types and use of policy tools to address market failure in natural resources management, project analysis and evaluation tools and techniques, fundamentals of economic and financial analysis, capital budgeting, valuation techniques for nonmarket goods and services, natural resource land valuation and taxation, and economic and policy considerations in managing various renewable natural resources (land, forests, fisheries, wildlife, recreation).
Class time: 75% lecture, 20% Discussion, 5% Laboratory
Work load: 50 pages of reading per week, 14 pages of writing per
ENR 4200H Honors Seminar
(Sec 001, 002); 1 cr; A-F only; prereq ENR upper div honors, instr consent; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: Topics presented by faculty, students, guest speakers. Lecture/discussion. Offered every fall and spring.

ENR 4293 Directed Study
(Sec 001, 013, 026, 032, 035-038); 1-5 cr; max crs 12, 12 repeats allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Student selects and conducts a study of, or project on, a topic of personal interest in consultation with a faculty member. The course is documented by initial proposal and reports of accomplishment. Offered every semester.

ENR 4295W GIS in Environmental Science and Management
(Sec 001); Credit will not be granted if credit has been received for: NRES 5295, NRES 5295, NRES 5295, NRES 5295, ENR 5295; 4 cr; A-F only; prereq FR 3131 or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Bolstad, Paul V
Description: The application of spatial data inventory/analysis in complex environmental planning problems. Spatial data collection, database development methods, including GPS, DLG, TIGER, and NWI data, and spatial analysis. Topics identified by non-university partners. Offered every fall.

ENR 5295 GIS in Environmental Science and Management
(Sec 001); Credit will not be granted if credit has been received for: NRES 4295, NRES 4295W, NRES 4295W, NRES 4295W, NRES 4295W, ENR 4295W; 4 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Kilgore, Mike
Description: Introduction to fundamental microeconomic principles and the relationship of economic principles and concepts to natural resource management. Specific topics covered include externailities, public goods, the types and use of policy tools to address market failure in natural resources management, project analysis and evaluation tools and techniques, fundamentals of economic and financial analysis, capital budgeting, valuation techniques for nonmarket goods and services, natural resource land valuation and taxation, and economic and policy considerations in managing various renewable natural resources (land, forests, fisheries, wildlife, recreation).
Class time: 75% lecture, 20% Discussion, 5% Laboratory
Work load: 50 pages of reading per week, 14 pages of writing per semester, 3 exams, 2 papers
Grade: 30% mid-semester exam(s), 15% final exam, 30% written reports/papers, 10% quizzes, 15% problem solving
Course URL: http://www.cnr.umn.edu/FR/dregprog/webclass/NRES3261/index.html
ES 1051 Introduction to Environmental Science  
(Sec 001); 3 cr; meets CLE req of Environment Theme; meets DELM req of classroom  
**Instructor:** King, Jennifer Y  
**Description:** This course is intended for any student interested in learning more about current issues related to the environment. It is also a core course for students majoring in Environmental Science. In this course, you will study physical, chemical, and biological principles that shape our environment. We will examine interactions between biological and physical components of the Earth system. From this course, you will gain an understanding of how the environment functions. We will use this knowledge to discuss current issues related to air and water pollution, urbanization, biological diversity, energy use, climate change, and the influences of human activities on the environment.  
**Class time:** 70% lecture, 30% Discussion  
**Work load:** 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers  
**Grade:** 30% midsemester exam(s), 25% final exam, 20% written reports/papers, 10% class participation, 15% problem solving  
**Exam format:** multiple choice, short answer, problem solving  

ES 1128 Seminar: Environmental Science Orientation  
(Sec 001); 1 cr; S-N only; meets DELM req of classroom  
**Instructor:** Bell, Jay !!COAFES Distinguished Tchg Awd!!  
**Description:** Seminar is designed for first year students in the Environmental Science Major. Focus of the course is on current topics and careers in environmental science and will include presentations / discussions led by several professionals working in environmental science. We will also focus on the environmental science curriculum, use of the campus library system for research, graduate school and learning abroad opportunities. Several field trips early in the semester will focus on environmental issues in the Twin Cities area including restoration of contaminated soils and groundwater and exploration of local lakes and wetlands. An overnight retreat will be part of the course to help students become acquainted with each other and environmental science faculty.  
**Class time:** 30% lecture, 30% Discussion, 40% Field trips and new student retreat  
**Work load:** 5-10 pages of reading per week, 20 pages of writing per semester, 1 papers, Participation in class activities  
**Grade:** 20% written reports/papers, 60% class participation, 20% problem solving  

ES 1425 The Atmosphere  
(Sec 001); Credit will not be granted if credit has been received for: GEOG 1425, GEOG 1426; 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:** Skaggs, Richard H  
**Description:** By taking this course I hope you will: 1) Learn about weather and climate, the physical laws that govern the atmosphere, the current tools and technologies used to study the atmosphere, and become able to interpret weather and climate data. 2) Experience and gain insight into the nature of science and scientific uncertainty. 3) Become better able to evaluate critically scientific questions and claims, especially those concerning the atmosphere. Questions we will try to answer include: What makes the wind blow? Why are there clouds, fog, rain, and snow? What causes thunderstorms and tornadoes? How do satellites work? Do clouds make the earth warmer or cooler? What is the greenhouse effect, and should we be concerned about it? Each lecture includes a daily weather discussion, and lecture notes are available on the web. The integrated lab component focuses on making and interpreting weather events, understanding climatological statistics, making outdoor weather observations, and conducting in-class experiments. This course is targeted to non-science majors. It fulfills the CLE "Physical Science with Lab" core and "Environment" theme.  
**Class time:** 60% lecture, 10% Discussion, 30% Laboratory  
**Work load:** 20-30 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers  
**Grade:** 20% final exam, 10% written reports/papers, 35% lab work, 25% two in-class exams during the semester (12.5% each)  
**Exam format:** Multiple choice, short answer  
**Course URL:** http://www.geo3.umn.edu/faculty/klink/geog1425  

ES 4216 Contaminant Hydrology  
(Sec 001); 2 cr; A-F only; meets DELM req of classroom  
**Instructor:** Gupta, Satish C  
**Description:** The course covers the principles of contaminant transport both in percolate solution and in overland flow. Topic discussion is mostly descriptive (minimal use of equations) but includes several examples that involve computations. Specific topics include hydrologic cycle; Darcy’s flux, pore water velocity, piston flow, diffusion-dispersion processes, and chemical degradation; contaminant travel time and distance to travel; methods of characterizing contaminant leaching; Henry’s law and vapor phase transport; description of remediation technologies; methods to calculate and measure runoff; tillage impact on runoff; impact of runoff on lake and river water quality; management practices to control runoff and associated contaminants (sediment and P) losses. I would also have one or two consultants come in the class and talk about specific case studies. We will also take a tour of a remediation site in town.  
**Class time:** 100% lecture  
**Work load:** 70 pages of reading per week  
**Grade:** 40% mid-semester exam(s), 35% final exam, 25% problem solving  
**Exam format:** multiple choice, essay  

ES 4601 Soils and Pollution  
(Sec 001); 3 cr; prereq [2125, [Chem 1021 or equiv], [Phys 1042 or equiv] or instr consent ; 3416 recommended; meets DELM req of classroom  
**Instructor:** Bloom, Paul Ronald  
**Description:** The course was developed for upper division students in the environmental sciences. The major topics are the mitigation of pollution in agricultural and urban settings, as well as remediation of polluted sites. The course work applies the principles of microbiology, chemistry, and physics to evaluation of pollution in soils and to the remediation of contaminated soils. All lectures are given using PowerPoint and the lecture notes are made available on the course web site. Guest speakers from state regulatory agencies will be utilized for some of the topics. There will be 2 field trips to sites in the Twin Cities. Textbook: “Pollution Science,” by Pepper, Gerba and Brusseau (1996).  
**Class time:** 80% lecture, 20% Discussion  
**Work load:** 40 pages of reading per week, 20 pages of writing per semester, 3 exams  
**Course URL:** http://www.soils.agri.umn.edu/academics/class/courses.html  

ES 5402 Biometeorology  
(Sec 001); 3 cr; prereq Math 1271, Phys 1201, Stat 3011; meets DELM req of classroom  
**Instructor:** Grifis, Timothy John  
**Description:** ES 5402 examines energy and mass exchange in the biosphere with an emphasis on soil-plant-atmosphere interactions. Topics include: an introduction to boundary layer and turbulent exchange processes; measuring energy and trace gas exchange with eddy covariance, Bowen ratio and gradient techniques and, advanced methods combining stable isotope and micrometeorological measurements for studying the impacts of climate and land use change on carbon and water cycling. There is an emphasis on the use of boundary layer theory and techniques for studying ecophysiological processes, biosphere feedback mechanisms, and the interaction among boundary layers and the atmospheric boundary layer.
between the Earths surface and the lower atmosphere. The course aims to achieve exemplary learning by examining recent field studies conducted in natural and managed ecosystems. Assignments/Projects will make use of field measurements and computer problem solving using Matlab. Lecture/Seminar/Lab (3 credits 2 hours class time/week). Student Workload: 6-8hours/week.

Grade: 20% class participation, 40% assignments/project; 40% exam

ES 5555 Wetland Soils
(Sec 001); Credit will not be granted if credit has been received for: SOIL 5555, SOIL 5555, SOIL 5555, SOIL 5555; 3 cr; A-F only; prereq 1125 or 2125 or equiv or instr consent ; Concurrent registration is required (or allowed) in 4511 recommended; meets DELM req of classroom
Instructor: Bell, Jay !!COAFES Distinguished Tchg Awd!!
Description: Course focuses on the morphology, chemistry, hydrology, and formation of mineral and organic soils in a wet environment. Students will study: 1) the biogeochemical processes involved in the genesis of hydromorphic soils, 2) soil hydrology for a variety of landscape settings, 3) soil morphological indicators of wet conditions, and 4) how to interpret soil-landscapes. In addition to field trips to study soils in a field setting, students will delineate the hydric soils boundary for a wetland site near campus and develop a comprehensive report of their findings. Additional topics include peatlands, wetland benefits, preservation, regulation, mitigation, and instrumentation to monitor soil water and redox fluxes. Course material is not of an introductory nature and assumes prior knowledge of soil science (an introductory soils course) and the ability to integrate information from several disciplines in order to understand wetland processes. Scheduled in late afternoon to accommodate extension students. In addition to lectures, one hour-long recitation section is scheduled per week to concentrate on the terminology and methods used for soil profile descriptions, field instrumentation, and for in-depth discussion of lecture topics.

Class time: 50% lecture, 20% Discussion, 10% Laboratory, 20% Field trips/Field project
Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers, 6 problem solving assignments
Grade: 20% mid-semester exam(s), 20% final exam, 15% written reports/papers, 25% special projects, 20% problem solving

Exam format: Short essay
Course URL: http://www.soils.agri.umn.edu.academics/classes/soil5555

Family Social Science
290 McNeal Hall: 612/625-1900

FSoS 1101 Intimate Relationships
(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Caron PhD, Wayne Allan !!CHE Buckman Award; Outstanding Service Award!!
Description: Focuses on couple dynamics and gives an overview of how to develop, maintain, and terminate an intimate relationship. Relationship skills and issues including communication, conflict resolution, power, and roles are discussed. The course objectives are to provide an overview of these topics as well as a deeper appreciation and awareness of their importance. General topics to be covered include dating, cohabitation, marriage, sexual orientation, gender roles and power, communication and conflict resolution, relationship problems (abuse, infidelity, divorce) and couple enrichment and couple therapy.

Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 30-40 pages of writing per semester, 5 exams, 1 papers
Grade: 33% mid-semester exam(s), 33% final exam, 33% special projects

Exam format: multiple choice
Course URL: http://fsos.che.umn.edu/courses/sp2000-ug.html

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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 "America's newest class of debtors" by the media. They are targeted for easy-to-get credit cards and also may have large student loans. FSoS 1301 is a course that provides 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 on-line, 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, 3 papers, 5 quizzes
Grade: 40% written reports/papers, 60% quizzes

Exam format: Multiple choice
Course URL: http://www.collegelife.umn.edu/fsoscourse.shtm

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 course text, "Becoming a Helper" by Marianne and Gerald Corey (2003) and workbook assignments. Book and class topics include the following: Are the Helping Professions for You? Getting the Most from Your Education and Training, Stages in the Helping Process, Common Concerns of Beginning Helpers, Ethical Issues Facing Helpers, Values and the Helping Relationship, Cultural Diversity in the Helping Professions, Working in the Community, Working with Groups, Working with the Family, Understanding Life Transitions, Stress and Burnout, and The Challenge of Retaining Your Vitality. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB.

Class time: 20% lecture, 40% Discussion, 20% Laboratory
Work load: 25 pages of reading per week, 100 pages of writing per semester, 1 papers, Contract grading
Grade: 0% Contract grading

Course URL: http://fsos.che.umn.edu/goodman/fsos2101/default.html

FSoS 2191 Independent Study in Family Social Science
(Sec 001, 011-017); 1-4 cr; max crs 12, 12 repeats allowed; prereq Soph, 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 3101 Personal and Family Finances
(Sec 001); 3 cr; prereq At least soph or instr consent; meets DELM req of classroom
Instructor: Hogan, M Janice !!Outstanding Service Award!!

Description: Analysis of personal and family finances. Includes financial planning tools for savings, investments, credit, home buying, taxation, and insurance--life, health, auto, disability, and property insurance. Also, includes retirement and estate planning. Mini lectures, videos, small group work, investment club, and case studies are used. The text is a new edition with a CD rom and financial planner workbook. It links students to dozens of personal finance web sites. Majors and non-majors alike appreciate this course.

Class time: 30% lecture, 30% Discussion, 40% small group work, guest lectures & videos

Vitality. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB.
Work load: 50 pages of reading per week, 10 pages of writing per semester, 4 exams, 3 papers, 40 pages of online financial workbook sheets
Grade: 30% final exam, 30% written reports/papers, 30% quizzes, 10% small group
Exam format: multiple choice quizzes and final exam
Course URL: http://www.mhhe.com/kdh7e

FSoS 3104 Global and Diverse Families
(Sec 001); Credit will not be granted if credit has been received for: FSOS 4102, FSOS 4102, FSOS 4102, FSOS 4102; 3 cr; prereq at least Soph or instr consent; meets DELM req of classroom
Instructor: Rosenblatt, Paul C !Morse Alumni Award; Outstanding Achievement Award!!
Description: Perspective on family dynamics of various racial/ethnic populations in the United States and other countries in the context of national and international economic, political, and social processes. Topics include learning how to understand other individuals and cultures in their own terms and in terms of local, national, and world wide systems; human rights issues; gender and sexual orientation in cross-cultural perspective; theories about racism, privilege, and whiteness; African-American families; American Indian families; Mexican-American families; Chinese-American families; Arab American families; Hmong and other recent immigrant families from Southeast Asia; Somali and other recent immigrant families from Northeast Asia; inter racial/ intercultural families; population policy; and economic, monetary, and trade policy.
Class time: 45% lecture, 25% Discussion, 30% videos and discussion of videos
Work load: 75 pages of reading per week, 5 pages of writing per semester, 7 exams, 1 papers
Grade: 44% final exam, 11% written reports/papers, 44% quizzes
Exam format: choice between essay and mostly multiple choice

FSoS 3191 Independent Study in Family Social Science
(Sec 001, 011-017); 1-5 cr; max hrs 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 3429 Counseling Skills Practicum I
(Sec 001, 002); Credit will not be granted if credit has been received for: FSOS 5429, FSOS 5429, FSOS 5429; 3 cr; meets DELM req of classroom
Instructor: STAFF
Description: Development of competency in basic counseling skills. Topics include: counselor needs/motivations, non-verbal communication, empathy (basic and advanced), identifying strengths, maintaining focus, challenging discrepancies, use of self. Emphasis on building from client strengths. Focus on learning through role-playing.
Class time: 25% lecture, 25% Discussion, 50% role-play skill development
Work load: 20 pages of reading per week, 10 pages of writing per semester, 1 exams, 1 papers, weekly workbook
Grade: 30% final exam, 20% written reports/papers, 25% class participation, 25% problem solving
Exam format: role play
Course URL: http://fsos.che.umn.edu/courses/sp2000-ug.html

FSoS 4101 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: Sexuality and Gender in Families and Close Relationships provides students an opportunity to learn about current research in the field of sexuality, develop comfort applying this information in professional settings, utilize and develop critical thinking skills to examine evidence and biases in the field of sexual science, and to clarify and confirm sexual values as well as understand the impact these values have on one's personal and professional relationships. A variety of topics will be covered including family communication and sexuality education, body image, gender development and development of gender roles, sexuality research, developing healthy sexuality in children, adolescent sexuality, attraction and intimacy, mate selection and other sexuality related topics of importance to relationships and families
Class time: 60% lecture, 30% Discussion, 10% small group presentations and film
Grade: 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 10% special projects, 10% class participation
Exam format: multiple choice

FSoS 4153 Family Financial Counseling
(Sec 001); 3 cr; A-F only; prereq [3101, 3102, 3429] or instr consent; meets DELM req of classroom
Instructor: Zulkal, Virginia Solis !!Outstanding Achievement Award!!
Description: Family financial issues are studied with an emphasis on the role of the financial counselor. The course emphasizes the development of professional skills for assisting individuals and families to cope with financial concerns in their day-to-day lives. This course is designed to increase awareness and knowledge of the characteristics of persons in serious financial difficulties, complexity of factors affecting such situations, desirable relationships between the helper and the helped, and community agencies and organizations with appropriate resources. A basic knowledge of family finance is expected. This course is for students who have successfully completed FSoS 3101 Personal and Family Finances.
Class time: 40% lecture, 20% Discussion, 10% Laboratory, 20% guest speakers, 20% small group work
Work load: 50 pages of reading per week, 50 pages of writing per semester, 3 exams, 2 papers
Grade: 30% final exam, 10% written reports/papers, 20% special projects, 30% quizzes, 10% problem solving
Exam format: Essay, math problem solving, multiple choice
Course URL: http://fsos.che.umn.edu/courses/sp2000-ug.html

FSoS 4155 Parent-Child Relationships
(Sec 001); 3 cr; A-F only; prereq At least jr or instr consent; 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, controversy arguments in debate
Work load: 30 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 5% in-class presentations, 5% class participation

FSOs 4191 Independent Study in Family Social Science
(Sec 001, 011-017): 1-4 cr; max crs 12, 12 repeats allowed; prereq Sr, 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 4294 Research Internship
(Sec 001-016): 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/courses/sp2000-ug.html

FSOs 4296 Field Study: Working With Families
(Sec 001): 4-12 cr; max crs 12, 1 repeat allowed; S-N only; prereq [FSOS at least jr or instr consent; meets DELM req of classroom
Instructor: Goodman, William Joseph
Description: This course is “Elaman suolaa: Suomen kielen alkeita 2” (chapters 21-30). The cassette tape accompanying “Elaman suolaa” will be used in class, and students are also encouraged to listen to it in the language lab. Students will continue to learn both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture (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 4003 designator (see below) for 2 credits (and reduced tuition).
Class time: 20% lecture, 80% interactive exercises
Work load: 2 exams, 3 papers, 6 quizzes
Grade: 10% final exam, 18% written reports/papers, 32% quizzes, 5% in-class presentations, 25% class participation, 10% oral interviews
Exam format: essay, short answer, matching
Course URL: http://webct.umn.edu

Fin 1001 Beginning Finnish
(Sec 001): Credit will not be granted if credit has been received for: FIN 4001, FIN 4003; 5 cr; meets DELM req of classroom
Instructor: Karvonen, Daniel !Outstanding Service Award!!
Description: In this course, the first half of the second-year language sequence in Finnish. Students' skills in reading, writing, speaking, and understanding will be further honed and refined. The main textbook for the course is "Elaman suolaa: Suomen kielten alkeita 2" (chapters 21-30). The cassette tape accompanying "Elaman suolaa" will be used in class, and students are also encouraged to listen to it in the language lab. Students will continue to learn both the written and spoken varieties of Finnish. Authentic materials reflecting Finnish culture (e.g., songs, movies, TV news broadcasts, newspaper articles, 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 4003 designator (see below) for 2 credits (and reduced tuition).
Class time: 20% lecture, 80% interactive exercises
Work load: 2 exams, 3 papers, 8 quizzes
Grade: 10% final exam, 18% written reports/papers, 28% quizzes, 5% in-class presentations, 29% class participation, 10% oral interviews
Exam format: short answer, essay
Course URL: http://webct.umn.edu

Fin 1003 Intermediate Finnish
(Sec 001): Credit will not be granted if credit has been received for: FIN 4003, FIN 4003; 5 cr; prereq 1002; meets DELM req of classroom
Instructor: Karvonen, Daniel !Outstanding Service Award!!
Description: In this course, the first half of the second-year language sequence in Finnish. In this course, basic proficiency in Finnish will be developed through speaking, listening, reading, and writing. The main textbook for the course is "Supisuomea" (chapters 1-6). The CDs and video accompanying the book will be used in class, and students are also strongly encouraged to listen to the CDs at home. Students will learn both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture (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 4003 designator (see below) for 2 credits (and reduced tuition).
Class time: 20% lecture, 80% interactive exercises
Work load: 3 exams, 3 papers, 6 quizzes
Grade: 10% final exam, 18% written reports/papers, 32% quizzes, 5% in-class presentations, 25% class participation, 10% oral interviews
Exam format: essay, short answer, matching
Course URL: http://webct.umn.edu

Fin 3011 Advanced Finnish
(Sec 001): 3 cr; prereq 1004 or 4004; meets DELM req of classroom
Instructor: Karvonen, Daniel !Outstanding Service Award!!
Description: This course is designed to refine advanced students' skills in oral and written expression in Finnish. Advanced grammatical constructions characteristic of written Finnish will be covered via the textbook "Suomen kielten 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 and complete a final project on a topic of their choice.
Class time: 20% lecture, 80% Discussion
Work load: 3 exams, 3 papers
Grade: 30% written reports/papers, 10% special projects, 15% quizzes, 30% class participation, 15% online discussion

This information is accurate as of: 4/6/2005 at 11:38 AM
Fin 4001 Beginning Finnish
(Sec 001); Credit will not be granted if credit has been received for: FIN 1001, FIN 1003; 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: See the course description for Fin 1001. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Fin 1001 under the number Fin 4001 for 2 credits. Contact the department office, (612) 625-2080, for a permission number.
Course URL: http://webrtc.umn.edu

Fin 4003 Intermediate Finnish
(Sec 001); Credit will not be granted if credit has been received for: FIN 1003, FIN 1003; 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: See the course description for Fin 1003. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Fin 1003 under the number Fin 4003 for 2 credits. Contact the department office, (612) 625-2080, for a permission number.
Course URL: http://webrtc.umn.edu

FW 1002 Wildlife: Ecology, Values, and Human Impact
(Sec 001); 3 cr; prereq Recommended for students without natural science background; meets CLE req of Citizenship/Publ Ethics Theme; 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 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 and Citizenship & Public Ethics themes 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 1001 Freshman Seminar: Monarch Butterfly Biology and Conservation
(Sec 001); 3 cr; max crs 3, 1 repeat allowed; prereq Fr with no more than 29 cr; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Oberhauser, Karen S
Description: Sound scientific knowledge is essential to conservation success. In this course, we will use the monarch butterfly to study how science and conservation interact, and what kinds of science research are needed to inform wise conservation programs. This charismatic insect has involved a wide variety of people and institutions in conservation activities, focused public attention on the potential risks of genetically modified crops, brought nations together in cooperative conservation programs, and been the subject of hundreds of scientific papers and books. The course will include lectures by the instructor and guests, readings and discussions of recent studies, a tour of the UM Insect Collection, and laboratory sessions in which students raise their own monarchs. Students will be asked to lead, or co-lead, class discussions in a friendly, non-judgmental atmosphere; and write summaries of papers and class discussions. This course will be interesting to students with an interest in monarch butterflies, insect ecology, biological aspects of conservation, or conservation policy in general.
Class time: 40% lecture, 40% Discussion, 20% Laboratory
Work load: 10-30 pages of reading per week, 15 pages of writing per semester, 2 papers
Grade: 40% written reports/papers, 10% in-class presentations, 30% class participation, 20% Course journal

Food Science and Nutrition
225 Food Science & Nutrition: 612/624-1290

FW 4200H Honors Seminar
(Sec 001, 002); 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 001-011); 1-5 cr; max crs 15, 3 repeats 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:
Work load: varies with the number of credits which are arranged
Grade: 100% written reports/papers, 0% 100% written reports/papers; may have occasional exceptions

FW 4391 Independent Study: Wildlife
(Sec 001-009); 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:
Work load: varies with number of credits which are arranged
Grade: 100% written reports/papers

FW 4801H Honors Research
(Sec 001, 002); 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, 002); 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.
FScN 1012 Sports Nutrition  
(Sec 001); 2 cr; meets DELM req of internet delivered  
Instructor: Brady, Linda J  
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 workouts and athletic performance. Students with some biology or physiology background will have some advantage, as nutrition encompasses these fields also. 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.  
Class time:  
Work load: 20-30 pages of reading per week, Homework required each week  
Grade: 20% final exam, 80% homework questions and critical thinking questions  
Exam format: short answer  
Course URL: http://www.ardilla.umn.edu/fallsportsnutrition/  

FScN 1013 Dietary Supplements: scientific, regulatory, and cultural aspects  
(Sec 001); 3 cr; meets CLE req of internet delivered  
Instructor: Brady, Linda J  
Description: The course will cover: 1) Use of dietary supplements in the U.S.; how U.S. public demand drives industry and government. 2) The development and implementation of the law—Dietary Supplements Health and Education Act. 3) DSHEA and "safety testing," and risk assessment: How much safety data is needed before marketing? 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.  
Class time:  
Work load: 30 pages of reading per week, 1 exams, weekly homework  
Grade: 20% final exam, 80% homework and critical thinking questions  
Exam format: short answer  
Course URL: http://www.ardilla.umn.edu/fallsupplements  

FScN 1021 Introductory Microbiology  
(Sec 001); 4 cr; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom  
Instructor: O'Sullivan, Daniel J  
Description: This course is intended primarily for undergraduates who require a basic knowledge of microbiology and how it impacts their everyday life. It will serve as a broad introduction to the diverse world of bacteria, fungi, and viruses; their role as agents of human diseases (from flesh eating bacteria to AIDS) and how humans fight back; their roles in food spoilage, food borne diseases and how to control them; their beneficial roles in food preservation, health promotion (probiotics), preventing plant diseases, food/drug production (biotechnology), cleaning up oil spills (bioremediation). The course will also introduce the student to the basics of genetic engineering and its present and future potential roles in food, agriculture and medicine.  
Class time: 60% lecture, 40% Laboratory  
Work load: 10-20 pages of reading per week, <10 pages of writing per semester, 3 exams, 1 papers, in class quizzes.  
Grade: 35% mid-term exam(s), 25% final exam, 10% special projects, 10% quizzes, 20% lab work  
Exam format: multiple choice and short answer  

FScN 1102 Food: Safety, Risks, and Technology  
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom  
Instructor: Diez-Gonzalez, Francisco  
Description: Introduction to the inherent risks and safety of the food supply and the use of public policy, and food technology to reduce those risks. The course will survey microbiological, chemical and environmental hazards, government and industry controls used to insure food safety including the new U.S. Food Safety Initiative, and public perception of those risks. The course will emphasize government regulations with respect to adulteration, food safety and misbranding. It will overview the biological, microbiological, physical and chemical deterioration of foods and will describe some of the technologies to control food spoilage. Thermal processing and irradiation as examples of the technologies used in food processing to reduce risk and ensure a safe food supply. This course will focus on current food safety issues and the magnitude of the overall food safety situation. The student will learn about timely issues such as genetically modified foods, food allergies, prion diseases and approaches to biosecurity. This course satisfies the CLE Citizenship and Public Ethics theme and emphasizes public policy making, critical thinking skills and internet use. The course URL is https://vista.umn.edu/webct  
Class time: 60% lecture, 20% Closed Circuit TV, 20% Discussion  
Work load: 25 pages of reading per week, 6-8 pages of writing per semester, 2 exams, 2 papers  
Grade: 38% written reports/papers, 50% quizzes, 12% class participation  
Exam format: Short answers and essays  

FScN 1112 Principles of Nutrition  
(Sec 002); 3 cr; prereq High school [biology, chemistry]; meets CLE req of Environment Theme; meets DELM req of classroom  
Instructor: Kurzer PhD, Mindy Susan  
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; students will be able to complete the class online if they choose. Students will have access to chapter outlines and web access from the publisher. Students will be evaluated by weekly online chapter quizzes and a 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: 40 pages of reading per week, 1 exams  
Grade: 20% final exam, 80% Weekly quizzes  
Exam format: multiple choice  
Course URL: http://www.ardilla.umn.edu/fallsfscn1112  

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: Kurzer PhD, Mindy Susan  
Description: The purpose of this course is to provide the student with an understanding of the facts and complexities of the science of nutrition; nutrient function; human nutritional requirements; food sources of nutrients; critical evaluation of nutrition information; food safety; role of nutrition in chronic disease development and prevention; and nutrition and the environment. Specific topics include nutrient functions and requirements, energy expenditure, obesity and weight control, eating disorders, nutrition through the lifecycle, diet and
FScN 3612 Life Cycle Nutrition
(Sec 001); 3 cr; prerequisite Chem 1022; meets DELM req of classroom
Instructor: Montgomery, Rebecca Anne
Description: Ecology, the study of the interactions of organisms and their environment, forms the essential foundation of the management and conservation of the world's ecosystems. This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of ecology at various levels of organization from individuals to populations, communities and ecosystems. At each level we examine past and current theoretical advances and use case studies to evaluate the impacts of increasing human domination of global systems on forested ecosystems. The course covers diverse topics including global climate change; individual and population growth; community assembly; invasive species; biodiversity; and alteration of water, carbon and nutrient cycles. During two class periods per week we explore forest ecology through a combination of lecture, group learning and problem solving, and discussion. Labs include group research projects and trips to local natural areas.
Exam format: Multiple choice

FR 3104 Forest Ecology
(Sec 001); Credit will not be granted if credit has been received for: FR 5104, FR 5104, FR 5104, FR 5104; 4 cr; A-F only; prerequisite Biol 1001 or 1009; 1 semester college chemistry recommended; Weekend field trip (required); meets DELM req of classroom
Instructor: Montgomery, Rebecca Anne
Description: Ecology, the study of the interactions of organisms and their environment, forms the essential foundation of the management and conservation of the world's ecosystems. This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of ecology at various levels of organization from individuals to populations, communities and ecosystems. At each level we examine past and current theoretical advances and use case studies to evaluate the impacts of increasing human domination of global systems on forested ecosystems. The course covers diverse topics including global climate change; individual and population growth; community assembly; invasive species; biodiversity; and alteration of water, carbon and nutrient cycles. During two class periods per week we explore forest ecology through a combination of lecture, group learning and problem solving, and discussion. Labs include group research projects and trips to local natural areas.
Exam format: Multiple choice

FScN 4291 Independent Study
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prerequisite Undergrads, instr consent; meets DELM req of classroom
Instructor: Staff
Description: Independent Study is for one-to-one faculty student work
Exam format: Multiple choice

This information is accurate as of: 4/6/2005 at 11:38 AM
FR 3114 Hydrology and Watershed Management (Sec 001); Credit will not be granted if credit has been received for: FR 5114, FR 5114; 3 cr; prereq [Biol 1009, Chem 1011] or instr consent; meets DELM req of classroom
Instructor: Brooks, Kenneth N !!Post-Bac, Grad Teaching Award!!
Description: Basic hydrologic concepts and methods are presented and applied to solving watershed problems. National and international examples are presented to emphasize linkages between land use and water management. Problem solving exercises are used to reinforce concepts and provide hands-on experience in solving problems related to water supplies, floods, soil erosion and water quality of uplands, wetlands and riparian systems. Methods of measuring and evaluating precipitation, evapotranspiration, runoff, soil erosion, and stream channel - riparian conditions are presented. Cumulative effects of human disturbances on watersheds and measures to improve watershed conditions are discussed in the context of sustainable land and water use.
Class time: 90% lecture, 10% Discussion
Work load: 20 pages of reading per week, 3 exams, eight problem solving assignments are given; each requires simple calculations, analysis and a brief paragraph describing/explaining results
Grade: 70% quizzes, 30% problem solving
Exam format: combination of true-false, multiple choice and short essays
Course URL: http://www.cnr.umn.edu/forestecology/course.html

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: Bolstad, Paul V
Description: Introduction to GIS focusing on natural resources. Data structures, sources, collection, and quality. Lab exercises introducing geodesy, map projections, spatial analyses, and cartographic modeling. Offered every fall (and an occasional spring evening class offering).

FR 4200H Honors Seminar (Sec 001, 002); 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, 009, 023, 026, 029-031); 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 reading per semester, 1 papers, Varies with individual.
Grade: 90% written reports/papers, 10% problem solving
Exam format: No exams
Course URL: http://www.nscr.umn.edu/FR

FR 4801H Honors Research (Sec 001, 002); 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, 002); 2 cr; A-F only; prereq FR upper division honors, instr consent; meets DELM req of classroom; meets HON req of Honors
Instructor: Montgomery, Rebecca Anne
Description: Ecology, the study of the interactions of organisms and their environment, forms the essential foundation of the management and conservation of the world's ecosystems. This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of ecology at various levels of organization from individuals to populations, communities and ecosystems. At each level we examine past and current theoretical advances and use case studies to evaluate the impacts of increasing human domination of global systems on forested ecosystems. The course covers diverse topics including global climate change; individual and population growth; community assembly; invasive species; biodiversity; and alteration of water, carbon and nutrient cycles. During two class periods per week we explore forest ecology through a combination of lecture, group learning and problem solving, and discussion. Labs include group research projects and trips to local natural areas, urban forests, and the north shore of Lake Superior. Lab sessions are designed to complement and reinforce material covered in regular class periods. At the graduate level, students work in a graduate cooperative learning group during class periods, conduct an independent research project and participate in an out of class literature discussion group.
Class time: 10% lecture, 20% Discussion, 50% Laboratory, 20% cooperative group learning activities
Work load: 40 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, 1 independent research project
Grade: 20% mid-semester exam(s), 15% final exam, 20% written reports/papers, 15% special projects, 2.5% quizzes, 5% in-class presentations, 20% class participation, 2.5% lab work

FR 5104 Forest Ecology (Sec 001); Credit will not be granted if credit has been received for: FR 3104, FR 3104, FR 3104, FR 3104; 4 cr; A-F only; prereq [Biol 1001 or 1009], grad student or instr consent ; 1 semester college chemistry recommended; Weekend field trip (required); meets DELM req of classroom
Instructor: Montgomery, Rebecca Anne
Description: Ecology, the study of the interactions of organisms and their environment, forms the essential foundation of the management and conservation of the world's ecosystems. This course examines basic ecological principles through the lens of forest ecosystems, exploring the theory and practice of ecology at various levels of organization from individuals to populations, communities and ecosystems. At each level we examine past and current theoretical advances and use case studies to evaluate the impacts of increasing human domination of global systems on forested ecosystems. The course covers diverse topics including global climate change; individual and population growth; community assembly; invasive species; biodiversity; and alteration of water, carbon and nutrient cycles. During two class periods per week we explore forest ecology through a combination of lecture, group learning and problem solving, and discussion. Labs include group research projects and trips to local natural areas, urban forests, and the north shore of Lake Superior. Lab sessions are designed to complement and reinforce material covered in regular class periods. At the graduate level, students work in a graduate cooperative learning group during class periods, conduct an independent research project and participate in an out of class literature discussion group.
Class time: 10% lecture, 20% Discussion, 50% Laboratory, 20% cooperative group learning activities
Work load: 40 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, 1 independent research project
Grade: 20% mid-semester exam(s), 15% final exam, 20% written reports/papers, 15% special projects, 2.5% quizzes, 5% in-class presentations, 20% class participation, 2.5% lab work

Course URL: http://www.CNR.umn.edu/FR

This information is accurate as of: 4/6/2005 at 11:38 AM
FR 5114 Hydrology and Watershed Management
(Sec 001); Credit will not be granted if credit has been received for: FR 4114, FR 3114, FR 3114, FR 3114; 3 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Brooks, Kenneth N !!Post-Bac, Grad Teaching Award!!
Description: Basic hydrologic concepts and methods are presented and are applied to solving watershed problems. National and international examples are presented to emphasize linkages between land use and water management. Problem solving exercises are used to reinforce concepts and provide hands-on experience in solving problems related to water supplies, floods, soil erosion and water quality of uplands, wetlands and riparian systems. Methods of measuring and evaluating precipitation, evapotranspiration, runoff, soil erosion, and stream channel - riparian conditions are presented. Cumulative effects of human disturbances on watersheds and measures to improve watershed conditions are discussed in the context of sustainable land and water use.
Exams: 5 written, 3 oral, 1 midterm, and 1 final.
Grade: 30% midterm exam(s), 20% final exam, 30% special projects, 10% quizzes, 25% written exams; A-F only; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Bolstad, Paul V
Description: Introduction to GIS focusing on natural resources. Data structures, sources, collection, and quality. Lab exercises introducing geodesy, map projections, spatial analyses, and cartographic modeling. Offered every fall (and an occasional spring evening class offering).
FR 5264 Advanced Forest Management Planning
(Sec 001); 3 cr; prereq 3471 or instr consent; meets DELM req of classroom
Instructor: Hoganson, Howard M !!CNR-Newman Comm Impact Award!!
Description: Applied models for forest planning to integrate forest resource conditions and uses. Scales range from tactical stand-level management to strategic forest-wide and landscape-level planning and regional timber supply analysis. Understanding optimization models and heuristic techniques as tools for trade-off and sensitivity analyses of alternative management policies and goals. Integrating sustainable timber production with desirable future conditions and spatial structure or biodiversity objectives. Practical problems and case studies involving recent large-scale applications. Offered summer and fall.
FR 5412 Digital Remote Sensing
(Sec 001); 3 cr; prereq 3262 or grad student or instr consent; meets DELM req of classroom
Instructor: Bauer, Marvin E
Description: Advanced Remote Sensing provides graduate and advanced undergraduate students with a fundamental and working knowledge of biophysical-quantitative remote sensing. The theoretical basis and practical aspects of this approach to remote sensing are addressed, including sections on energy-matter interactions, radiation measurements and sensors, and digital image processing and analysis. Lectures and reading assignments will be supplemented by problems and exercises providing hands-on experience in working with digital remote sensing data, models and image processing.
Class time: 80% lecture, 10% Discussion, 10% Demonstration
Work load: 30 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers, image analysis project
Grade: 30% mid-semester exam(s), 20% final exam, 30% special projects, 10% in-class presentations, 10% problem solving
Exam format: Essay
Course URL: http://digrs.gis.umn.edu/

This information is accurate as of: 4/6/2005 at 11:38 AM
Fren 1004 Intermediate French
(Sec 001-009); 5 cr; prerequisite: Fren 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 littérature du monde français", 4th ed. During enrollment in 1004 students who choose to will have the opportunity to complete the Language Proficiency Examination (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
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 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 littérature du monde français", 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 1022 Accelerated Beginning French
(Sec 001-008); 5 cr; prerequisite: 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 3014 French Phonetics
(Sec 001, 002); 2 cr; prereq 1004; meets DELM req of classroom
Instructor: STAFF
Description: This course will focus on both the theoretical and practical aspects of French pronunciation, with a strong emphasis on improving pronunciation. In the theoretical portion of the course, the major aspects of French pronunciation will be examined, with particular attention given to areas of contrast between French and English pronunciation. Students will learn to use symbols from the International Phonetic Alphabet in order to do phonetic transcription, i.e. representing French sounds with phonetic symbols. Another important theoretical component is learning the rules governing the correspondence between written letters and their pronunciation. In the practical portion of the course, students will be given extensive pronunciation practice so that they may identify and eliminate errors in their own pronunciation. NOTE: This is NOT a course in French pronunciation practice so that they may identify and eliminate errors in their own pronunciation.

Fren 3015 Advanced French Grammar and Communication
(Sec 001-006); 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 explication de texte. Course requirements include exams as well as regular writing assignments, which usually involve at least one rewriting. There will be oral practice (pronunciations) and dictations. Course programs may also include translation, conjugation quizzes and specialized grammar exercises, as well as the textual analysis of short stories, recent news articles, and films.

Fren 3016 Advanced French Composition and Communication
(Sec 001, 002); 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 (passe compose and passe simple, imparfait, plus-que-parfait); future and conditional; subjunctive; reflexive verbs, passive voice; indirect discourse. Written exams on grammar and reading. Note: Students should have at least a B in 3015 before going on to 3016 in order to succeed in the course.

Fren 3018 French Oral Communication
(Sec 001); 3 cr; prereq 3014, 3015; meets DELM req of classroom
Instructor: Mougel, Patricia M. !!CLA-Work Group Outstanding Service Award!!
Description: In this course students will do intensive work in listening comprehension and oral expression by exploring current events in France and the francophone world. The main goal for the course is improvement of listening and speaking skills through the exploration of current events. Secondary goals include vocabulary expansion and a greater awareness of stylistic variation in French. Intensive practice in listening comprehensiveness will be provided through the use of authentic audio and video recordings with a focus on current events, and other multi-media materials to be used in class and outside of class. Students will receive regular practice in oral expression through discussion of audio-visual and web-based documents on current events, and participation in role-plays. They will work towards increased grammatical and socio-linguistic accuracy through the study of vocabulary, stylistic variation, and selected grammatical points. Note: Fren 3015 and Fren 3014 (Phonetics) are prerequisites for this course. No textbook is required.

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.

Fren 3172 The Court Society: Literature, Culture, Spectacle
(Sec 001); 3 cr; prereq 3101; meets DELM req of classroom
Instructor: Cherbuliez, Juliette
Description: Spectacle and state go hand in hand, a connection particularly visible and powerful to us at inaugural ceremonies, state funerals, in military traditions or references to good or bad governance in literature, art, and music. This course will examine how aesthetic and literary performances help to articulate state power, and what the limits of such symbolic power might be. Our focus will be the culture emanating from the divine monarchy of Louis XIV and his court at Versailles. We will study the social structures, aesthetic forms, and historiographical myths that shape our understanding of the "grand siecle" of French history. We will also entertain contemporary analogs to the Versailles effect (Las Vegas, Graceland, Trump Towers). Readings from Corneille, Racine, Felibien, Scudery, Molieres, Lafayette, Saint-Simon, Montesquieu. Critical readings by Foucault, Debdor, Elias, Apostolides and others. Assignments will include short response papers. longer papers, and presentations. Readings, assignments, and class discussion in French.

Fren 3410 Quebecois Literature
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3101; meets DELM req of classroom
Instructor: Sivert, Eileen B
Description: This course will look at contemporary Quebec through literature, film and cultural and historical writings. Much writing during and after the Quebec "Quiet Revolution" of the 1960s was informed by a sense of cultural cohesion in a minority group marginalized and oppressed by English-speaking Canada. Language laws were passed in opposition to cultural domination, and unified resistance solidified around nationalist/separatist movements. If resistance to years of oppression led inhabitants of Quebec to cohere around issues of nationalism, just what is this "nation"? Whose nation is it? While language laws making French the language of public display as well as that of education have been brilliantly successful as strategy to resist assimilation by English-speaking Canada, these same language laws...
imposed assimilation on Quebec's ever-growing immigrant groups as well as on the province's indigenous Amerindian population. This course will look at Quebec society through the rich diversity of its art and culture that has been to some extent a paper over by a nationalist agenda that is currently being rethought even by many of its supporters. We will read cultural, ethnic, national, class and sexual difference as the fabric that makes up contemporary Quebec, looking at the ways in which divergent groups make their voices heard and their presence felt in a society that struggles to find commonalities while celebrating its heterogeneity.

Fren 3541 Oral Discourse of French
(Sec 001); 3 cr; prereq 3015; Ling 3001 recommended; meets DELM req of classroom
Instructor: Kerr, Betsy Jean
Description: This seminar will examine the nature of contemporary spoken French discourse, with a focus on spontaneous, multi-speaker discourse. Readings will include examples of various linguistic approaches to such discourse, with an emphasis on syntactic analysis, but also including phonological and lexical particularities. The main course texts are Ball, Colloquial French Grammar, and Blanche-Benveniste, Approches de la langue parlee en francais. Ball's text is a thorough treatment of the syntactic and morphological features which distinguish colloquial spoken French from more formal styles of the language. In addition to this 'micro-level' analysis, there will be some attention to more 'macro-level' analyses such as discourse analysis and conversation analysis approaches. Descriptions and analyses will be illustrated with data from the Minnesota Corpus and other available corpora. Readings in French and English, class discussion and assignments in French. The course is intended for advanced undergraduates with an interest in French linguistics. Note: This course is NOT A CONVERSATION COURSE. Ideally, students should have some background in linguistics (either French or general), but students with advanced proficiency in French (minimum Fren 3015, preferably 3016) may be admitted without prior linguistics coursework. (Graduate students should register for Fren 5541, which meets concurrently with 3541.)
Class time: 30% lecture, 55% Discussion, 15% Laboratory
Work load: Outside of class preparation (6 hours per week) will include readings, hands on work such as transcription of recordings of conversation and analysis of data by means of a concordancer (instruction provided)
Grade: 0% in class presentations, and one course project.

Fren 3601 French Civilization and Culture I
(Sec 001); 3 cr; prereq 3015; meets CLE req of International Perspective Theme; meets DELM req of classroom
Instructor: Smith, Alan Kim
Description: In this course, we will study major cultural, social and historical currents that shape the evolution of French society from the early Middle Ages to the Baroque. Rather than attempt a global treatment of this vast subject, our discussions will concentrate on close readings of exemplary texts, artwork and historical issues. We will frame these readings according to a number of cultural problems and tropes, such as feudalism, the emergence of a private sphere, allegorical representation, Romanesque and Gothic styles, Scholasticism, Humanism, absolute monarchy, Cartesian subjectivity, and the tension between neo-classical and baroque movements, to name just a few. Classes will stress small group activities and collaborative learning. Conducted entirely in French, this course is intended for majors, minors and anyone else interested in broadening their knowledge of early modern culture in France.

Fren 3650 Topics in French/Francophone Cultures
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3015; meets DELM req of classroom
Instructor: Chaouat, Bruno
Description: Post-revolutionary France officially "emancipated" the Jews in the early years of the 19th century, integrating them to a nation torn by the traumas of civil war, the brutal experience of the Reign of Terror, and Napoleonic wars. Judaism represents a disconcerting phenomenon for the French conception of universalism. Indeed, while Judaism arguably constitutes the first universalism in Western civilization, Jews nonetheless have persistently remained faithful to their particularism, according to a very specific dialectic between kingdom and exile, Israelite and Hebrew, today nation-state and Diaspora. From the official emancipation (1808) up to the "new" anti-Semitism and radical anti-Zionism in France (2001 to the present), this course will examine the ambiguities of Jewish identity in the ideological context of the French Republic and of the distinctively French conception of universalism. We will pay close attention to the republican integrationist rhetoric of "emancipation," the crisis triggered by the Dreyfus Affair which paradoxically results in the overwhelming defeat of French anti-Semitism, the unforgettable forsaking of French and foreign Jews under the Vichy regime; the feeling of alienation of the French Jewish community during the Six Day War. We will study the recent rebirth of the French suspicion of "double loyalty" in relation with the Arab-Israeli conflict.

Fren 4101W Seminar in French Studies
(Sec 001); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Preckshot, J E
Description: Intended for advanced French majors, this course has a dual function: to introduce students to 20th-century theoretical approaches to reading literature and culture and to help them perfect analytical writing skills. The course paper satisfies the senior project requirement. Course readings will include seminal essays from major schools of thought including structuralism, marxist theories, psychoanalysis, post-structuralism, postcolonial theory and cultural studies. The course will expose the fundamental assumptions of these theories, their implications and respective limitations. Students will design an individual research project, which they will develop in consultation with the instructor and through peer review. As this is a seminar, a high degree of active participation is expected. The course will be conducted in French, and although no theoretical knowledge will be assumed, students will be expected to have taken several advanced major courses. Class time: 40% lecture, 30% Discussion, 30% group activities and presentations
Work load: 30-40 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 1 papers, oral presentation; peer review; bibliography; short assignment
Grade: 15% mid-semester exam(s), 50% written reports/papers, 10% in-class presentations, 10% class participation, 15% peer review
Exam format: I.D.'s; essay

Fren 4970 Directed Readings
(Sec 001-005); 1-4 cr; max crs 9, 9 repeats allowed; prereq instr consent; 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.

Fren 5301 Critical Issues in French Studies
(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: Chaouat, Bruno
Description: One reads for leisure, on the beach or in a public park, when it is not too hot. One also reads in bed, as a prelude to sleep. Reading, indeed, like resting or even sleeping, requires a minimum of physical comfort, an appropriate position of the body. What is reading for me, for you, for Heidegger once asked about poetry? In a secular, disenchanted culture, where reading is no longer a religious activity or ritual, one can decide to become a "professional reader"- what we do in graduate school. Reading, then, becomes a craft, a savoir faire. It is also a personal commitment, even a calling, as though texts were begging readers to read them. Does reading consist of gathering a text into an ultimate meaning, as the hermeneutic tradition assumes? Does "legere" mean to link, to bind, to gather? Or, on the
contrary, should the act of reading disseminate, scatter and fragment a text, thus making it unlikely to reach an ultimate meaning? What does a reader do when he/she reads a text? Are there ethical ways of reading? Irresponsible ones? Does reading a text compare with the art of interpreting, for instance, dreams? We will explore these questions by reading reflections on reading and by studying performances of reading. The latter will require that we read texts (poems, short stories, essays, autobiographical topoi) read by "professional" readers.

Fren 5350 Topics in Literature and Culture
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq 3101 or equiv; meets DELM req of classroom
Instructor: Cherbuliez, Juliette
Description: This course will be a study of the idea of "realism" in the novel, and such related concepts as plausibility, the natural, the civic, and the material. We will consider a variety of perspectives to the problem of genre and realism, including: the now-classic theory of the shift from romance to roman and the development of the nation-state, the role of nature as a measure or metaphor for realism, ideas of verisimilitude and morality, the status of the material (space, place and the "thingness" of realism expressed by consumer goods) and the problem of authorship and identity. If our major primary sources will be drawn from the premodern period, it is hoped that through class presentations and theoretical readings, participants will reflect on broader ideas relating to the historical and theoretical evolution of the novel. Primary sources will include selections from the MA Short List (texts by Marguerite de Navarre, Scudery, Lafayette, Scarron, Villiedieu, Marivaux). Essays by Hampton, Bakhtin, Watt, McKeon, Doody, Lukacs, Deleuze, Auge, Foucault. Requirements will include short papers, a longer research paper, consistent class participation and a presentation of a theoretical article. Participants are expected to have begun Lafayette's 'La Princesse de Cleves' by the first class.

French and Italian
260 Folwell Hall: 612/624-4308

Frt 5999 Teaching of French and Italian: Theory and Practice
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Mougel, Patricia M. !!CLA-Work Group Outstdg Svc Awd!!
Description: This course is designed primarily for new graduate students who will be teaching language courses in the Department of French and Italian, but is open to advanced undergraduates as well. The course is taught primarily in English. Course goals are both theoretical and practical: 1) To understand language acquisition theories as applied to foreign language instruction and the current context of foreign language instruction at the college level. 2) To gain a better understanding of the Natural Approach, including both its theoretical foundations and its practical implementation. 3) To gain a better understanding of the processes involved in learning and teaching a foreign language and its culture(s) with respect to each of the four skills (reading, writing, listening, speaking). 4) To understand how current theory translates into practice through various practical activities. 5) To acquire a critical, reflective attitude about one’s own teaching. Assignments include the following: course readings (80-100 pages/week), reports of several class observations, journals, preparation of teaching and testing activities (pedagogical materials portfolio), summaries of professional articles and a final oral presentation on a topic of interest to the student.
Class time: 40% lecture, 60% Discussion

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: Zemsky, Beth
Description: The past year has been a remarkable time for gay, lesbian, bisexual, and transgender communities: The U.S. Supreme Court struck down sodomy laws, Canada and Massachusetts began allowing same-sex unions, queer-themed television programs were everywhere, and GLBT communities across the country began bracing themselves for a massive backlash. This course is designed to help students understand some of the long-term debates behind these landmark events and to envision some of their long-term effects by providing students with relevant background information and interdisciplinary perspectives. We will discuss the theoretical debates regarding sexual orientation, identity, and experience, and the factors, including homophobia and other forms of oppression, that impact the framing of social, cultural, and political discourses about GLBT issues.
Class time: 30% lecture, 60% Discussion, 10% multi-media educational tools
Work load: 50 pages of reading per week, 20 pages of writing per semester, 1 exams, 2 papers
Grade: 60% written reports/papers, 20% quizzes, 10% in-class presentations, 10% class participation
Exam format: short essay

General College
25 Appleby Hall: 612/625-3339

GC 712 Introductory Algebra, Part I
(Sec 001-003); 0 cr; prereq [4 cr equiv]; GC math placement; credit will not be granted if credit received for: 0616, 0621, 0716, 0721, 0722, 1435; meets DELM req of classroom
Instructor: Duranczyk, Irene M Stethlik, Barry Jon
Description: The first part of a mastery based algebraic developmental mathematics course designed to prepare students to succeed in a college-level mathematics course. The course covers beginning algebraic concepts and skill development in a supportive but structured setting. This course will primarily use class discussion and group work to explore and review algebra concepts and skills. Information on math study skills, ways to reduce math anxiety, math as a social/cultural activity and problem solving are infused throughout the class. The course builds skills in Cartesian coordinate graphing of linear equations and inequalities; evaluating linear equations; performing basic operations within the real number system. Properties, concepts, and procedures of arithmetic, fractions, percents, unit conversions, and simple geometric figures; signed numbers, algebraic expressions, equations, inequalities, and word problems will be reviewed. Graphing calculators will be used extensively for concept building. Purpose: For students who need a brief review of arithmetic before studying beginning algebra and who would like to study at a slower pace (30 weeks vs. 15 weeks) than that of GC 0721. Along with 0716, 0712 covers the concepts and procedures of a first course in algebra at a level of difficulty and abstraction that is geared for students enrolled at a major research university. Also serves as a safety net for students who have difficulty in 0721 or 0731.
Class time: 10% lecture, 50% Discussion, 40% discovery-based, project-based activities
Work load: 40 pages of reading per week, 15 pages of writing per semester, 5 exams, 3 papers
Grade: 30% mid-semester exam(s), 20% final exam, 20% special projects, 10% quizzes, 10% lab work, 10% problem solving
Course URL: http://www.gen.umn.edu/faculty_staff/duranczyk/math/irene.htm

GC 721 Introductory Algebra
(Sec 001-006); 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 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).

Class time: 60% lecture, 20% Discussion, 20% Solve algebra problems
Work load: 20 pages of reading per week, 5 exams, Many algebra problems to solve each class day
Grade: 60% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving
Exam format: Algebra problems to solve (e.g. Solve this equation)

GC 722 Introductory Algebra (Computer)
(Sec 001, 002); 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, 0721, 1435; meets DELM req of classroom
Instructor: STAFF
Description: A first course in algebra taught using computer-mediated instruction. You will learn new material using interactive multimedia computer software. There are no lectures. You will be on the computer 70% of each class period. The rest of the time you will be working on algebra problems, taking exams, and working individually with the instructor. This course is not self-paced; you must follow a set schedule for checkpoints, homework, and exams. GC 0721 is a traditional lecture/discussion version of this course and covers the same content. 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: 5, 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), four 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.

Class time: 100% Computer-mediated instruction
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: Algebra problems to solve (e.g. Solve this equation)

GC 731 Intermediate Algebra
(Sec 001, 005, 008); 0 cr; prereq [4 cr equiv]; grade of at least C in
[0713 or 0717 or 0721 or 0722] or GC math placement; credit will
not be granted if credit received for: 0618, 0625, 0631, 0732, 1443,
1444, 1445, 1446; 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).

Class time: 60% lecture, 20% Discussion, 20% Solve algebra problems
Work load: 20 pages of reading per week, 5 exams, Many algebra problems to solve each class day
Grade: 60% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving
Exam format: Algebra problems to solve (e.g. Solve this equation)

GC 732 Intermediate Algebra (Computer)
(Sec 001, 002); 0 cr; prereq [4 cr equiv]; grade of at least C in
[0713 or 0717 or 0721 or 0722] or GC math placement; credit will
not be granted if credit received for: 0618, 0625, 0631, 0731, 1443,
1444, 1445, 1446; meets DELM req of classroom
Instructor: STAFF
Description: A second course in algebra taught using computer-
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 exams, and working individually with the instructor. This course is not self-paced; you must follow a set schedule for check-ins, homework, 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, exponents, polynomials, factoring, rational expressions, and graphs. Course content includes roots, radicals, quadratic, exponential, and logarithmic functions, and word problems. Hourly time commitment per week:

Class: 5, 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, four 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, 4 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 1041 Developing College Reading
(Sec 001-003); 2 cr; max crs 6, 3 repeats allowed; prereq Non-native speaker of English, CE enrollment, instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Comprehension and study strategies for reading college-level textbooks. Previewing a textbook for content and organization, underlining and making margin notes, outlining, anticipating test questions, and interpreting academic vocabulary. For students in the Commanding English Program. Paired with a designated content course.

Class time: 25% lecture, 75% Discussion

Work load: 30-50 pages of reading per week, 30 pages of writing per semester, group presentations, small project

Grade: 10% written reports/papers, 10% special projects, 10% quizzes, 20% in-class presentations, 10% class participation, 40% Reading notes, summaries, other homework

Exam format: varies across sections

GC 1051 Introduction to College Writing: Workshop
(Sec 001-003); 2 cr; prereq Designed for non-native speaker of English; credit will not be granted if credit received for: 1407; meets DELM req of classroom

Instructor: STAFF

Description: GC 1051 is a workshop course designed to help second-language writers become more conscious of grammar and editing choices in formal written English. This is done through reading textbook information about grammar (review rules, study language); taking notes and observing language use; individual analysis of grammar corrections made in the papers written in GC 1421 or GC 1422. Concurrent registration in GC 1421/1422 recommended.

Class time: 30% lecture, 50% Discussion, 20% Small group and individual conferences

Work load: 10 pages of reading per week, 4 exams, Grammar notes, short homework assignments, self-analysis of language error

Grade: 15% written reports/papers, 20% quizzes, 10% class participation, 35% problem solving, 20% Conferences

Exam format: varies

GC 1076 Career Planning Strategies
(Sec 001, 002); 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 001-005); 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 the students with additional time to process the materials presented in the companion class lectures. The course is developmental in nature and offers a variety of relevant exercises including: small group discussions, interactive in-class activities, worksheets, and practice tests and quizzes. An element imbedded into this course is study skills such as note taking, time management, previewing and reviewing materials, and test taking strategies, which can be applied to other University course work.

Class time: 10% lecture, 40% Discussion, 50% group activities

Work load: 2 hrs/wk on worksheets, flashcards, and activities

Grade: 10% quizzes, 25% class participation, 65% worksheets

Exam format: multiple choice

GC 1135 Human Anatomy and Physiology
(Sec 018); 4 cr; prereq BC; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom

Instructor: Jensen, Murray Stowe II!Morse Alumni Award!!

Description: GC 1135, Human Anatomy and Physiology, is a developmental education course intended for freshmen in General College. The course has three components: First, a traditional lecture where students are expected to take notes and take exams, second, a computer lab where students engage in cooperative quizzes and activities such as a "do something cool" project, and third, a laboratory component where students dissect eyes, brains, hearts, etc., and participate in many other hands-on activities. The course is organized around body systems, e.g., the skeletal system, the nervous system, etc., and focus on many common diseases such as diabetes, cancer, and atherosclerosis. All students enrolled in GC 1135 will be required to read at least one book, such as "When the Air Hits Your Brain," outside of regular class time. This course makes considerable use of Web Vista and a course internet site. Do not take this course if you do not enjoy using computers or if you do not have access to a fast and reliable internet connection. Please look up the GC 1135 website for more details: http://www.msjensen.gen.umn.edu/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.msjensen.gen.umn.edu/1135/

GC 1311 Art: General Art
(Sec 004, 005); 3 cr; prereq BC; meets CLE req of International
GC 1421 Writing Laboratory: Basic Writing
(Sec 001-048); 3 cr; prereq BC; 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: 10% lecture, 15% Discussion, 75% various writing exercises. (Percentages vary by section)
Work load: 60-80 pages of reading per week, 35-40 pages of writing per semester, 1 exams, 11 papers
Grade: 0% varies by section

GC 1422 Writing Laboratory: Communicating in Society
(Sec 001, 002); 3 cr; prerequisite 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, writing with the use of sources, and research documentation. Undergraduates take this course.
Class time: 10% lecture, 25% Discussion, 65% writing
Work load: 70 pages of reading per week, 40 pages of writing per semester, 1 exams, 1 extended research paper; several shorter papers
Grade: 0% varies by section

GC 1461 Oral Communication in the Public Sphere
(Sec 005); Credit will not be granted if credit has been received for: RHET 1223, RHET 1223, RHET 1223, SPCH 1101, COMM 1101, SPCH 1101H, COMM 1101H; 3 cr; prerequisite BC; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
Instructor: Dorsey, Heather Jane
Description: The purpose of this course is to introduce the student to the field of Speech Communication; to show basic theories of communication; illustrate the complicated process that is communication; and demonstrate that, through conscious choices, the student can significantly impact the effectiveness of communication. The course is divided into four major sections: interpersonal communication, small group communication, oral interpretations, and platform / public speaking. This course is highly interactive and participatory.
Class time: 30% lecture, 30% Discussion, 40% Classroom speeches, in class exercises and projects, oral interpretation performances
Work load: 20-30 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% special projects, 20% in-class presentations, 10% class participation, 0% classroom speeches and group exercises and activities
Exam format: Multiple choice, true/false, matching, essay

Exam format: Multiple Choice, primarily, with some matching on the final exam

GC 1461 Oral Communication in the Public Sphere
(Sec 006, 007); Credit will not be granted if credit has been received for: RHET 1223, RHET 1223, RHET 1223, SPCH 1101, COMM 1101, SPCH 1101H, COMM 1101H; 3 cr; prerequisite BC; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
Instructor: Trites, Jill K
Description: This course provides an introduction to the fundamental practical skills necessary for effective oral communication and critical thinking through a combination of lecture and discussion, group work, readings, written work, and classroom delivery of speeches. The objectives of the course include: 1) To gain the knowledge and skills necessary for effective oral communication; 2) To examine the civic and ethical responsibilities of oral communicators; 3) To investigate the nature of the public sphere as a space for deliberation and debate; 4) To learn to research, prepare, and deliver a public speech on an issue of social significance to the community; 5) To learn to adapt oral messages to politically diverse audiences and contexts; 6) To develop critical thinking skills and become a more critical consumer of oral and written communication in everyday life; and 7) To examine the role of public oral communication in the democratic process. This class meets the CLE requirement for Citizenship/Ethics. Students who have completed the course describe it as "practical, interesting, and essential for building better communication skills." The course is open to undergraduate students who are interested in improving their oral communication skills. Students will present five individual presentations (a hot topic speech, a speech of belief, a poetry slam/storytelling presentation, and informative speech, and a persuasive speech) which will primarily be based on topics of social significance.
Class time: 25% lecture, 35% Discussion, 40% classroom speeches
Work load: 40-50 pages of reading per week, 10 pages of writing per semester, 6 papers, 5 formal classroom speeches/presentations, ranging from 2.5 to 8 minutes in length
Grade: 25% written reports/papers, 20% quizzes, 45% in-class presentations, 10% class participation
Exam format: Students have the choice of taking either essay quizzes of multiple choice quizzes
Course URL: http://www.gen.umn.edu/faculty_staff/trites/1461.htm
GC 1513 Small Business Fundamentals With E-Business

(Sec 001, 002); 3 cr; prereq TC; meets DELM req of classroom
Instructor: STAFF

Description: This course is for current and future entrepreneurs who want to expand their knowledge about starting and/or expanding a small business. Topics include: researching business opportunities, determining target markets, analyzing potential business sites, marketing, financing the small business and writing the prospectus (the plan for starting the business). The course is set up as a "nuts and bolts" course for people serious about becoming entrepreneurs.

Class time: 30% lecture, 5% Closed Circuit TV, 30% Discussion, 35% In-class exercises on setting up and operating a small business

Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 4 papers, 2 "field" exercises examining existing small businesses

Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 15% special projects, 10% quizzes, 0% writing a business plan

Exam format: 50% multiple choice; 50% essay

Exam format:

Grade:

Work load:

Class time:

Reading:

Writing:

Studying:

Homework:

Text data, formatting cells and worksheets, formulas, making decisions using IF/THEN/ELSE 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: 22 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/

GC 1571 Introduction to Microcomputer Applications

(Sec 001-007); 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 student to advanced beginner level. The course content is the following: Basic concepts (5%); word processing (35%) - entering, editing, formatting, and manipulating text, table, footnote, headers, footers, mail merge, styles, graphics, word art; spreadsheets (40%) - entering numeric and text data, formatting cells and worksheets, formulas, making decisions using IF/THEN/ELSE 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: 22 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/

GCD 4793W Directed Studies: Writing Intensive

(Sec 001-094); 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 Studies 4793W): Students will be required to write a 10 to 15 page paper in the format of a scientific review article. This paper will contain an introduction that presents an overview of the research topic and several subsections that describe aspects of the topic in detail. The conclusion section will summarize the information presented in the review article, comment on its significance, and propose future research directions. Articles from the literature, or other reference sources, that were cited in the paper will be listed in the Reference section. The faculty mentor will provide students with general guidelines on writing a scientific review article that outlines the sections to be included. A recently published review article in the student's research area may serve as a model. The mentor will help guide the student in selection of an appropriate topic to be reviewed and be available for discussions. Throughout preparation of the initial drafts of the paper, the mentor will advise the student with regard to organization and presentation of the information (graphs, diagrams, tables, etc.). The mentor will read the draft of the paper and comment on format, content, and writing style. The student will then prepare a final version of the review article based on the mentor's comments.

GCD 4794W Directed Research: Writing Intensive

(Sec 001-094); 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 article. This paper will contain an introduction that surveys the current literature in the student's area of research. The materials and methods section will outline the techniques and approaches used in the research project, and the results section will present the experimental findings. The discussion section will analyze the data, present interpretations of the data, and compare their results with the experimental findings reported by others. Students will receive general guidelines on writing a scientific paper that outlines the sections to be

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GCD 4993 Directed Studies
(Sec 001-094); 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 topic through individualized independent reading, analysis, and writing of a term paper. Directed study course involves student and faculty member who is directing the study and the remainder would 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.

GCD 5036 Molecular Cell Biology
(Sec 001); 3 cr; prereq Biol 4004 or instr consent; [sr or grad student] recommended; meets DELM req of classroom
Instructor: STAFF
Description: The Molecular Cell Biology course is designed for advanced undergraduates and beginning graduate students in biological sciences. This course will cover major subjects of modern Cell Biology with emphasis on the experimental approach and provide opportunity for students to become acquainted with reading and evaluating original scientific papers. Instruction will combine an overview of each topic with analysis of scientific papers to illustrate development of new concepts and use of experimental results to formulate and test hypotheses. Modern, integrative approaches that combine cell and molecular biology, biochemistry, and genetics to investigate cell organization and function will be emphasized. Topics will include membranes, signaling, extracellular matrix, secretion, endocytosis, the cytoskeleton, and the nucleus. These subjects are central to eukaryotic cells, and will be considered with regard to the cellular mechanism of human disease. Required reading usually will include one research paper accompanied by a short review article per lecture. These papers should be read before the class and will be discussed during the lecture. We also suggest to use Molecular Cell Biology, Darnell, Lodish, Baltimore (Scientific American Books) as an excellent supplementary text for a review or background reading.
Class time: 80% lecture, 20% Discussion
Work load: In order to gain experience in critical evaluation of current literature, two research papers will be selected for written critiques.
Undergraduates and graduate students are graded separately in this class.
Grade: 25% mid-semester exam(s), 25% final exam, 10% class participation, 40% Take-home critique (2) of a research paper will each be worth 20% of the grade.
Exam format: in-class written exam (short essays format)

GIS 5555 Basic Spatial Analysis
(Sec 001); 3 cr; prereq [Stat 3001 or equiv, MGIS student] or instr consent; meets DELM req of classroom
Instructor: Skaggs, Richard H
Description: An introduction to the basic analyses of data with spatial (locational) information that are not often covered in introductory statistics courses. A first course statistics is assumed and a prerequisite. Topics covered include exploratory data analysis (e.g., boxplot maps); descriptive statistics of point data (e.g., mean center, median center, standard distance circle, standard deviation ellipse, nearest neighbor, and K function); descriptive statistics for line data (e.g., sinuosity indices); descriptive statistics for polygon data (e.g., shape indices); spatial autocorrelation; inferential statistical analysis of point data and polygons; and descriptive analysis of patches and landscapes. The topics covered in a basic statistics courses are extended to spatial (two dimensional data) as a basis for more advanced course work in spatial modeling and analysis. In addition, students will be introduced to methods of spatial pattern and cluster recognition and spatial regression.
Class time: 25% lecture, 25% Discussion, 50% Laboratory
Work load: 30 pages of reading per week, 20 pages of writing per semester, 1 papers, 12 laboratory exercises
Grade: 25% written reports/papers, 25% lab work, 50% problem solving

Geography
414 Social Sciences Building: 612/625-6080

Geog 1301V Honors: Introduction to Human Geography
(Sec 001); 4 cr; prereq Honors; 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; meets HON req of Honors
Instructor: Saidanha, Arun
Description: Human geography studies the differences and connections between places. While these places can be neighborhoods, cities, countries or continents, the connections can emerge and change through economics, politics, the natural environment, telecommunications, or people's attitudes. In this course we will try to understand and explain how local lives (say, in the Twin Cities) interact with the complicated processes of globalization (through migration, for example). We will explore the latest developments in human geography through themes such as tourism, urban music scenes, racial segregation, pollution and terrorism. The emphasis is going to be on understanding geographical concepts, rather than on facts about localities or regions. Examples of concepts geographers use are "place-marketing", "sense of place", "population pyramid", and "sustainable development". The course will use a variety of teaching methods (lectures, discussion, video, field trips, class readings, and a research project) to encourage you to apply geographical concepts to your own life and what you learn about other countries through TV and the newspaper. This is an entry level course designed for first- and second year students with no background in geography.
Class time: 55% lecture, 30% Discussion, 15% videos, field work
Work load: 50 pages of reading per week, 20 pages of writing per semester, 3 exams, 2 papers
Grade: 25% mid-semester exam(s), 25% final exam, 20% written reports/papers, 10% special projects

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Geog 1301W Introduction to Human Geography (Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Saldanha, Arun
Description: Human geography studies the differences and connections between places. While these places can be neighborhoods, cities, countries or continents, the connections can emerge and change through economics, politics, the natural environment, telecommunications, or people's attitudes. In this course we will try to understand and explain how local lives (say, in the Twin Cities) interact with the complicated processes of globalization (through migration, for example). We will explore the latest developments in human geography through themes such as tourism, urban music scenes, racial segregation, pollution and terrorism. The emphasis is going to be on understanding geographical concepts, rather than on facts about localities or regions. Examples of concepts geographers use are "place-marketing", "sense of place", "population pyramid", and "sustainable development". The course will use a variety of teaching methods (lectures, discussion, video, field trips, class readings, and a research project) to encourage you to apply geographical concepts to your own life and what you learn about other countries through TV and the newspaper. This is an entry level course designed for first- and second year students with no background in geography.
Class time: 55% lecture, 30% Discussion, 15% videos, field work
Work load: 50 pages of reading per week, 20 pages of writing per semester, 3 exams, 2 papers
Grade: 25% mid-semester exam(s), 25% final exam, 20% written reports/papers, 10% special projects, 20% class participation
Exam format: Essay, short answer, some multiple choice
Course URL: http://www.geog.umn.edu/courses/1301

Geog 1403 Biogeography of the Global Garden (Sec 001); 4 cr; meets CLE req of Writing Intensive; meets CLE req of Biological Sciences/Lab Core; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Shuman, Bryan Nolan
Description: A wide variety of plants and animals exist on Earth and many different factors control why different places have different communities of species. The geographies of plants and animals constantly change and the changes contribute to the evolving diversity of places. Why is Minnesota full of prairies, pine forests, oak savannas, lakes and wetlands? Why are there so many other types of ecosystems around the world? Why do certain crops grow in some places, but not in others? The course examines questions like these and the geographical dynamics of Earth's biota, including the biodiversity and productivity of plant and animal communities. Students will learn about the influence of ecological, climatic, and soil processes on the distributions of plants and animals, both globally and locally, as in an individual forest stand or prairie patch. In addition, students will examine the political processes that make decisions that affect the biosphere. In the laboratory sections, students will make observations, and use mapping and computer-based studies to test hypotheses about the distributions and spatial behavior of plants and animals. The exercises will help students to understand (1) how the interactions of organisms with their environment vary geographically, and (2) how factors, such as climates and soils, control on biotic distributions.
Class time: 60% lecture, 40% Discussion
Work load: 40 pages of reading per week, 6 exams
Grade: 10% special projects, 30% lab work
Exam format: Mixture of multiple choice, essay and map questions

Geog 1425 Introduction to Meteorology (Sec 001); 4 cr; prereq both Geog 1425 and 1426 must be completed to count for Phys Sci/L CLE req; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom
Instructor: Skaggs, Richard H
Description: By taking this course I hope you will: 1) Learn about weather and climate, the physical laws that govern the atmosphere, the current tools and technologies used to study the atmosphere, and become able to interpret weather and climate data. 2) Experience and gain insight into the nature of science and scientific uncertainty. 3) Become better able to evaluate critically scientific questions and claims, especially those concerning the atmosphere. Questions we will try to answer include: What makes the wind blow? Why are there clouds, fog, rain, and snow? What causes thunderstorms and tornadoes? How do satellites work? Do clouds make the earth warmer or cooler? What is the greenhouse effect, and should we be concerned about it? Each lecture includes a daily weather discussion, and lecture notes are available on the web. The integrated lab component focuses on making and interpreting weather events, understanding climatological statistics, making outdoor weather observations, and conducting in-class experiments. This course is targeted to non-science majors. It fulfills the CLE "Physical Science with Lab" core and "Environment" theme.
Class time: 60% lecture, 10% Discussion, 30% Laboratory
Work load: 20-30 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers
Grade: 20% final exam, 10% written reports/papers, 35% lab work, 25% two in-class exams during the semester (12.5% each)
Exam format: Multiple choice, short answer
Course URL: http://www.geog.umn.edu/faculty/klink/geog1425

Geog 1502 Maps, Visualization and Geographical Reasoning (Sec 001); 4 cr; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom
Instructor: Harvey, Francis James
Description: Maps are for most people the most common form of geographic communication. This course will introduce you to the world of maps and their mathematical foundation. With a better understanding of the roles of maps in communication and computational techniques involved in collecting, preparing, and presenting maps and geographical information, this course prepares you for working in many areas with maps and geographic information.
Geography 1502 serves as an introduction to courses in cartography and geographic information science (GIS) offered by the Department of
Geography, including Geography 3561: Principles of Geographic Information Science and Geography 3511: Principles of Cartography. In exercises you will work with both conventional paper maps and computer-based maps and geographic information to understand maps and geographic information and learn basic principles of making maps.

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

Work load: 10-30 pages of reading per week, 2 exams

Grade: 20% mid-semester exam(s), 30% final exam, 10% class participation, 40% lab work

Exam format: Multiple choice, matching, calculations

Geog 1906W Freshman Seminar

Sec 001: 3 cr; A-F only; prereq freshman; meets CLE req of Environment Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Weil, Connie H

Description: “Healthy and Healing Places:” Place matters. Where people live has an enormous impact on their health. What do we know about characteristics of environments and people’s relationships with them that make some places healthy and others unhealthy? Why do certain places gain a reputation as healing places? How do planners, architects, child life specialists, and others apply knowledge about connections between the “natural” environment and health to design healthy places for people to live, work, enjoy recreation, receive medical care, and die? The course readings include work by geographers, naturalists, ecological biologists, and eco-psychologists. Fieldtrips off campus enable students to experience first hand some healthy and healing places in the Twin Cities. Varied assignments encourage writing to learn through participant observation, personal reaction, and reflection as well as critical analysis.

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: Martin, Judith A !!Morse Alumni Award!!

Description: 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.

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 papers

Grade: 60% mid-semester exam(s), 30% final exam, 10% written reports/papers

Exam format: Multiple choice based on maps

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, 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 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%.

Geog 3181 Russia and Environments

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 Perspective Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Samatar, Abdi Ismail

Description: Have you been tempted to think that Russia no longer is an important actor on the world stage? Think again! Russia and Environments is an introduction to the physical and human geography of Russia and the other former Soviet republics, nearly 15 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 global 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 changing city structure, international trade, environmental issues, ethnic-cultural and religious diversity and conflict, demography, and economic, social and political problems. 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: 50 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers

Grade: 25% final exam, 25% written reports/papers, 40% quizzes, 10% class participation

Exam format: mixed fill-in, short essay, map questions

Course URL: http://www.geog.umn.edu/courses/3181_5181

This information is accurate as of: 4/6/2005 at 11:38 AM
Incentives, for certain types of behavior. We will pay particular attention and governmental behavior, and so create incentives, and dis-
government operates, how individuals in the legislative, administrative, and judicial branches of the government reach consensus and government.

to some of the documents that are produced during the national debate, the outcome of which is usually termed “federal policy”. The course examines landscapes and places as political statements that reflect a past and present a basis for a future. Target audience, undergraduates in any major.

Class time: 60% lecture, 40% Laboratory
Work load: 6 papers
Grade: 100% written reports/papers
Course URL: http://www.geog.umn.edu/faculty/squires/courses/366100.html

Geog 3311W Geography of Health and Health Care
(Sec 001); Credit will not be granted if credit has been received for: GEOG 5411, GEOG 5411W, GEOG 5411W, GEOG 5411; 4 cr;
meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Well, Connie H
Description: This course surveys medical geography, a subdiscipline which encompasses a broad range of geographical work on health and health care. What distinguishes medical geography from the discipline of geography as a whole is its thematic focus on health and health care. It shares with the discipline a remarkable breadth of theoretical approaches, methodologies and sub-themes. In other words, medical geography does not differ from the rest of geography in theory or method. It is distinctive only in subject matter. This course uses medical geographic examples to explore three groups of theoretical approaches in geography: ecological approaches, which systematically analyze relationships between peoples and their environments; spatial approaches, which employ maps and spatial statistics to identify patterns of single and associated variables; and social approaches, including political economy and recent humanist approaches, which address issues related to both space and place. Students in the course are encouraged continually to consider the relationships among research questions, philosophical assumptions, and appropriate methods as well as to question the complementarity and inherent tensions among different theoretical approaches.
Class time: 60% lecture, 20% Discussion, 20% multi-media

Geog 3311 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: Ziegler, Susy S
Description: This course is an introduction to bio-geography as practiced by geographers. The focus is on observing and understanding the patterns of plant and animal distributions at different scales over both time and space. Readings and discussions focus on evolutionary, ecological, and applied bio-geography. Specific topics covered include paleobiogeography; vegetation-environment
of contemporary urban development. A second goal of this course is to address issues of how planning encourages or discourages citizen participation in controlling the built urban environment and the kinds of activities that occur within it. Has planning made for greater or lesser amounts of public participation in urban development? Is planning primarily a neutral, technical handmaiden to public policy processes, or does it function in ways that benefit certain groups at the expense of others? We will examine these questions using examples from North America, Great Britain, France, Germany, Austria, the former Soviet Union, Scandinavia, Latin America, and other Third World settings. In addition to lecture and discussion, students participate in a group project in which they interact with planning agencies and neighborhood organizations around current planning controversies or development projects. Some students may be able to do this through an extra-credit community service learning internship. Please contact the instructor for further information. The requirements for Geog 5605W are the same as those for Geog 3605W, with the addition of a research paper, 13–19 pages in length.

**Course time:** 70% lecture, 10% Discussion, 20% Group project, student presentations

**Work load:** 60 pages of reading per week, 15-20 pages of writing per semester, 3 papers, Two study question sets

**Grade:** 65% written reports/papers, 5% in-class presentations, 5% class participation, 25% Study questions

**Exam format:** None

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**Geog 3651 Principles of Geographic Information Science**

(Sec 001); 4 cr; prereq Jr or sr; meets DELM req of classroom

**Instructor:** Manson, Steven M.

**Description:** Introduction to the study of geographic information systems (GIS) for geography and non-geography students. GIS powers popular applications ranging from online mapping to video games. Topics considered in the course include basics of maps and map reading, computer software and data models, where to find geographic data, methods for spatial analysis, visualization techniques, and the societal ramifications of GIS. The course combines lectures and hands-on experience with GIS software.

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

**Work load:** 20 pages of reading per week, 2 exams

**Grade:** 22% mid-semester exam(s), 33% final exam, 45% lab work

**Exam format:** Multiple choice, short answer, and problem solving questions

**Course URL:** http://www.geog.umn.edu/courses/3651/index.htm

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**Geog 3605 Honors: Geographical Perspectives on Planning**

(Sec 001); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

**Instructor:** Miller, Roger P !!!Morse Alumni Award!!

**Description:** This course introduces the history of planning, the contexts within which it arose, and how it has responded to social, economic, and political pressures to influence the shape and direction of contemporary urban development. A second goal of this course is to address issues of how planning encourages or discourages citizen participation in controlling the built urban environment and the kinds of activities that occur within it. Has planning made for greater or lesser amounts of public participation in urban development? Is planning primarily a neutral, technical handmaiden to public policy processes, or does it function in ways that benefit certain groups at the expense of others? We will examine these questions using examples from North America, Great Britain, France, Germany, Austria, the former Soviet Union, Scandinavia, Latin America, and other Third World settings. In addition to lecture and discussion, students participate in a group project in which they interact with planning agencies and neighborhood organizations around current planning controversies or development projects. Some students may be able to do this through an extra-credit community service learning internship. Please contact the instructor for further information. The requirements for Geog 5605W are the same as those for Geog 3605W, with the addition of a research paper, 13–19 pages in length.

**Class time:** 70% lecture, 10% Discussion, 20% Group project, student presentations

**Work load:** 60 pages of reading per week, 15-20 pages of writing per semester, 3 papers, Two study question sets

**Grade:** 65% written reports/papers, 5% in-class presentations, 5% class participation, 25% Study questions

**Exam format:** None

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**Geog 3605W Geographical Perspectives on Planning**

(Sec 001); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Miller, Roger P !!!Morse Alumni Award!!

**Description:** This course introduces the history of planning, the contexts within which it arose, and how it has responded to social, economic, and political pressures to influence the shape and direction of contemporary urban development. A second goal of this course is to address issues of how planning encourages or discourages citizen participation in controlling the built urban environment and the kinds of activities that occur within it. Has planning made for greater or lesser amounts of public participation in urban development? Is planning primarily a neutral, technical handmaiden to public policy processes, or does it function in ways that benefit certain groups at the expense of others? We will examine these questions using examples from North America, Great Britain, France, Germany, Austria, the former Soviet Union, Scandinavia, Latin America, and other Third World settings. In addition to lecture and discussion, students participate in a group project in which they interact with planning agencies and neighborhood organizations around current planning controversies or development projects. Some students may be able to do this through an extra-credit community service learning internship. Please contact the instructor for further information. The requirements for Geog 5605W are the same as those for Geog 3605W, with the addition of a research paper, 13–19 pages in length.

**Class time:** 70% lecture, 10% Discussion, 20% Group project, student presentations

**Work load:** 60 pages of reading per week, 15-20 pages of writing per semester, 3 papers, Two study question sets

**Grade:** 65% written reports/papers, 5% in-class presentations, 5% class participation, 25% Study questions

**Exam format:** None

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**Geog 3985W Honors Senior Project Seminar**

(Sec 001); 4 cr; prereq Honors, instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

**Instructor:** Blecha, Jennifer Lynn

**Description:** This seminar walks Geography majors through the process of constructing and writing their Senior Projects.

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**Geog 3985W Senior Project Seminar**

(Sec 001); 4 cr; prereq Jr or sr, instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Blecha, Jennifer Lynn

**Description:** This seminar walks Geography majors through the process of constructing and writing their Senior Projects.

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**Geog 4001 Modes of Geographic Inquiry**

(Sec 001); 4 cr; meets DELM req of classroom
Geog 5426 Climatic Variations

Instructor: Adams, John S !!Outstanding Service Award!!

Description: This is a general liberal arts course about how people acquire and use geographic knowledge. It asks the questions: What kind of knowledge is geographical knowledge? Where does this kind of knowledge come from? Why have we produced it? How reliable is it? How does geographical knowledge influence our understanding of the world around us, in the choices we make in where to live, a living to earn, to shop, and to recreate. How does it influence the laws we pass regarding property and its use, and the ways the courts interpret them? Closer to home in our own country, we need to assess the question: whose geographical knowledge has been more important or more accurate? Native Americans, or European settlers in the 18th century? Slaves, or their owners in the 19th century? Men, or women in the 20th century? Snowmobilers wanting greater access to the Boundary Waters Canoe Area, or Edina residents wanting it preserved even if they never visit? There will be three exams during the semester, and students will write a paper expanding on one of the persistent questions or theoretical themes or major geographical figures addressed in the course.

Class time: 60% lecture, 40% Discussion
Work load: 20-30 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers
Grade: 25% written reports/papers, 15% class participation, 60% Three in-class exams during the semester, 20% each
Exam format: short answer

Geog 5385 Globalization and Development: Political Economy

Instructor: Samatar, Abdi Ismail

Description: Globalization and Development is a senior/graduate course in Geography and development studies. The principal objective of the course is to train students in development theory and practice in context global transformations. What do we mean by development at the beginning of the new millennium? Are the fortunes of Third World countries improving more significantly in this more globalized world than say, fifty years ago? How are the world resources distributed, and are Third World countries gaining enhanced capacity to “catch up”? At the end of the semester, I expect students to have a strong grasp of development theory and substance. There are two parts to the course. Part one deals with the intellectual history of development theory: from colonization to globalization and what Third World societies need to do to exploit opportunities in the system and minimize ill-effects. We look at a number of country case studies to better understand the specific challenges different societies face. Format of class: lecture/seminar. Requirements: one research paper, one book review and bi-weekly reaction abstracts to key class reading, and thoughtful class participation. Textbooks: a packet of reading and several short texts.

Class time: 50% lecture, 50% Discussion
Work load: 70 pages of reading per week, 25 pages of writing per semester, 2 papers
Grade: 70% written reports/papers, 30% class participation

Geog 5605V Honors: Geographical Perspectives on Planning

Instructor: Manson, Steven M.

Description: Introduction to the study of geographic information systems (GIS) for geography and non-geography students. GIS powers popular applications ranging from online mapping to video games. Topics considered in the course include basics of maps and map reading, computer software and data models, where to find geographic data, methods for spatial analysis, visualization techniques, and the societal ramifications of GIS. The course combines lectures and hands-on experience with GIS software.

Class time: 65% lecture, 35% Laboratory

Geog 5605W Geographical Perspectives on Planning

Instructor: Miller, Roger P !!Morse Alumni Award!!

Description: This course introduces the history of planning, the contexts within which it arose, and how it has responded to social, economic, and political pressures to influence the shape and direction of contemporary urban development. A second goal of this course is to address issues of how planning encourages or discourages citizen participation in controlling the built urban environment and the kinds of activities that occur within it. Has planning made for greater or lesser amounts of public participation in urban development? Is planning primarily a neutral, technical handmaiden to public policy processes, or does it function in ways that benefit certain groups at the expense of others? We will examine these questions using examples from North America, Great Britain, France, Germany, Austria, the former Soviet Union, Scandinavia, Latin America, and the other Third World settings. In addition to lecture and discussion, students participate in a group project in which they interact with planning agencies and neighborhood organizations around current planning controversies or development projects. Some students may be able to do this through an extra-credit community service learning internship. Please contact the instructor for further information. The requirements for Geog 5605W are the same as those for Geog 3605W, with the addition of a research paper, 13-19 pages in length.

Class time: 70% lecture, 10% Discussion, 20% Group project, student presentations
Work load: 60 pages of reading per week, 15-20 pages of writing per semester, 4 papers, Two study question sets
Grade: 70% written reports/papers, 5% in-class presentations, 5% class participation, 20% study questions

Geog 5426 Climatic Variations

Instructor: Kipfmuller, Kurt Foster

Description: Variations in the Earth's climate have been important in shaping landscapes as well as human society. In Minnesota we only need to look around us to see a landscape that was profoundly altered by past glaciers during a cooler climate not so long ago. In addition, Minnesota is strongly dependent on agriculture (with a clear link to climate) and may be sensitive to the vagaries of a changing climate. Currently, there is tremendous concern over the possibility that human activities may be shifting climate patterns dramatically. However, it is well known that climate varies due to natural causes as well. How do we gauge the impacts of human activities on climate relative to natural mechanisms? How do climate vary over both space and time? What are the characteristic timescales of climate variations and corresponding forcing mechanisms? This course explores climatic variations over the last 2000 years in an effort to better understand these questions. We will examine the climate of the past to better understand current and perhaps future climate variability. We will investigate the various mechanisms—both natural and potentially human-induced—that alter climate patterns. The potential impacts of projected climate change in the future will also be addressed. A mixture of lecture, in class discussion of research articles, and hands-on data analysis are used to explore climate variability.

Class time: 40% lecture, 40% Discussion, 20% Laboratory
Work load: 50 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers
Grade: 20% midterm exam(s), 25% final exam, 25% written reports/papers, 10% in-class presentations, 5% class participation, 15% problem solving

Exam format: essay

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of contemporary urban development. A second goal of this course is to address issues of how planning encourages or discourages citizen participation in controlling the built urban environment and the kinds of activities that occur within it. Has planning made for greater or lesser amounts of public participation in urban development? Is planning primarily a neutral, technical handmaiden to public policy processes, or does it function in ways that benefit certain groups at the expense of others? We will examine these questions using examples from North America, Great Britain, France, Germany, Austria, the former Soviet Union, Scandinavia, Latin America, and other Third World settings. In addition to lecture and discussion, students participate in a group project in which they interact with planning agencies and neighborhood organizations around current planning controversies or development projects. Some students may be able to do this through an extra-credit community service learning internship. Please contact the instructor for further information. The requirements for Geog 5605W are the same as those for Geog 3605W, with the addition of a research paper, 13–19 pages in length.

**Class time:** 70% lecture, 10% Discussion, 20% Group project, student presentations

**Work load:** 60 pages of reading per week, 15-20 pages of writing per semester, 4 papers, Two study question sets

**Grade:** 70% written reports/papers, 5% in-class presentations, 5% class participation, 20% Study questions

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Geo 1001 Earth and Its Environments

(Sec 001, 101-112); 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 plant'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 science/Lab core.

**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/](http://www.geo.umn.edu/courses/1001/)

Geo 1002 Earth History

(Sec 001); Credit will not be granted if credit has been received for: GEO 5002, GEO 5002, GEO 5002, GEO 1102; 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

**Instructor:** Kirby, Kent Charles

**Description:** Designed for undergraduate non-majors, GEO 1002 is an introduction to the evolution of Earth systems and life. Throughout the course we trace the development of the present ecosystem through the course of drifting continents, climate change and organic evolution. Along the way, students gain an appreciation of how science works, the interconnections of the Earth's physical and biological components, the fragility of ecosystems and the tenacity of life. The origin of life; causes of mass extinctions; and such major transitions as the rise of eukaryotes, multi-cellular life, and colonization of the land; furnish excellent opportunities to examine how scientific controversies are resolved. An exploration of past cosmologies also provides alternate views of the Earth and an appreciation for how societal views impact scientific investigation. A critical course goal is to provide students with a better understanding of the Earth's nature: how it works, how it has evolved, and how human activity has affected it. Students can become reacquainted with a world in which mammoths still lived while early Egyptian pyramids were built; and in which a combination of human hunting, agriculture, and natural climate change has resulted in extinctions whose scale rivals that of past mass extinction events.

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

**Work load:** 25 pages of reading per week, 8 quizzes

**Grade:** 65% quizzes, 35% lab work, 0% grade is based on lab, best 5 of 7 biweekly quizzes and final quiz

**Exam format:** multiple choice and short essay

**Course URL:** [http://www.geo.umn.edu/courses/1002](http://www.geo.umn.edu/courses/1002)

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 why s 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 exams, 7 quizzes; The lab portion of the course includes a required but fascinating, self-guided trip '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](http://www.geo.umn.edu/courses/1006)

Geo 1101 Introduction to Geology

(Sec 001); Credit will not be granted if credit has been received for: GEO 5001, GEO 5001, GEO 5001, GEO 5001, GEO 2111, GEO 2111H, GEO 2111H, GEO 1005, GEO 1005; 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 planet’s landscape, and discover the many linkages between these processes and human society. GEO 1101 satisfies the environmental theme of the Diversified Core Curriculum’s requirements. This course is designed for undergraduate students who are not geology majors and there are no prerequisites.

Class time: 95% lecture, 5% Video
Work load: 30 pages of reading per week, 7 quizzes
Grade: 100% quizzes
Exam format: Quizzes: Primarily multiple choice, with some short answer possible

Course URL: http://www.geo.umn.edu/courses/1101

GEO 1102 Introduction to Earth History (Sec 001); Credit will not be granted if credit has been received for: GEO 1002, GEO 1002, GEO 1002, GEO 1002, GEO 5002, GEO 5002, GEO 5002, GEO 1002, 3 cr; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Kirkby, Kent Charles
Description: Designed for undergraduate non-majors GEO 1102, a lecture-based version of GEO 1002, is an introduction to the evolution of Earth systems and life. Throughout the course we trace the development of the present ecosystem through the course of drifting continents, climate change and organic evolution. Along the way, students gain an appreciation of how science works, the interconnections of the Earth’s physical and biological components, the fragility of ecosystems and the tenacity of life. The origin of life; causes of mass extinctions; and such major transitions as the rise of eukaryotes, multi-cellular life, and colonization of the land; furnish excellent opportunities to examine how scientific controversies are resolved. An exploration of past cosmologies also provides alternate views of the Earth and an appreciation for how societal views impact scientific investigation. A critical course goal is to provide students with a better understanding of the Earth’s nature: how it works, how it has evolved, and how human activity has affected it. Students can become reacquainted with a world in which mammoths still lived while early Egyptian pyramids were built; and in which a combination of human hunting, agriculture, and natural climate change has resulted in extinctions whose scale rivals that of past mass extinction events.

Class time: 85% lecture, 15% Discussion
Work load: 25 pages of reading per week, 8 quizzes
Grade: 100% quizzes, 0% grade is based on best 5 of 7 biweekly quizzes and final quiz
Exam format: multiple choice and short essay
Course URL: http://www.geo.umn.edu/courses/1002

GEO 1901 Freshman Seminar: Environment (Sec 001); 3 cr; max crs 6; A-F only; prereq freshman; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Thorleifson, Harvey
Description: Understanding interactions between the Minnesota environment, natural resources, ecosystems, and human activity requires a grasp of the structure and history of our landscape, from the Mississippi River basin to the Red River Valley and the Lake Superior basin. Underlying and shaping this landscape are ancient rocks in the north and in the deep subsurface, younger limestone and sandstone in the south, and the deposits of the Ice Age that our soils have formed in. These deposits host our principal drinking water sources, so we must understand them in order to protect and wisely use our water.

Reading assignments will be papers, brochures, and web content. A full-day field trip on Saturday, September 17 will examine the sediments and rocks that shape our landscape, and a second full-day field trip on Saturday, October 8 will examine our landscape’s water supply. A payment of $30.00 by check payable to University of Minnesota that is required for the field trip costs may be submitted at class.

Class time: 40% lecture, 60% group map-reading exercises; field trips
Work load: 20 pages of reading per week, 20 pages of writing per semester, 1 papers, weekly exercises/quizzes, field trip reports
Grade: 20% written reports/papers, 60% quizzes, 20% field trip reports
Exam format: no final exam

GEO 1905 Freshman Seminar (Sec 002); 2 cr; max crs 6; A-F only; prereq freshman; meets DELM req of classroom
Instructor: Banerjee, Subir K!!Technology Professorship!!
Description: The magnetic compass for direction-finding is used universally, yet a precise history of its invention is hard to come by. Conjecture abounds and claims for priority have been made on behalf of the Chinese, the Italians, the French, the Vikings, the Middle-Eastern people (Arab and Persians), and even the pre-Mayan Olmec people of Mexico. We will construct early versions of compasses from historical descriptions from China, Europe and the Middle-East. Then we will compare those compasses with modern compasses as well as some magnetic toys to reconstruct the likely development of ideas and tools necessary for the invention of a useful, functioning compass. In parallel, we will look into European and non-European navigation and trade, which were impacted dramatically by the compass in the 14th and 15th centuries. We will make "field trips" to the James Ford Bell Library to inspect hand-made and early printed versions of world maps to see the uses of mariner's compass. All of these activities will help us to judge for ourselves the competing claims of earliest invention and decide on the possibility of compass knowledge borrowing among cultures. At the end of the semester, there will be an exhibition of three (or more) posters representing each culture's history of invention. The posters will be group efforts, with student groups representing three competing cultures: Chinese, Italian and Middle-Eastern (Arabs and Persians).

Class time: 30% lecture, 35% Discussion, 35% Lab work and field trips
Work load: 30 pages of reading per week, 1 exams, Journal entries, roughly 1 page per week; Poster Presentation in lieu of Final Exam
Grade: 30% mid-semester exam(s); 40% in-class presentations; 30% Journal entries
Exam format: Short essays

GEO 1905 Freshman Seminar (Sec 001); 2 cr; max crs 6; A-F only; prereq freshman; meets DELM req of classroom
Instructor: Murthy, V Rama
Description: The purpose of this seminar is to inform and to get students think about some concerns of global changes brought about by human actions. The course offers some simple scientific information of how the Earth works on different time and space scales. It will explore the connections and relationships between the Earth Systems - the solid earth, water on the planet (hydrosphere), the atmosphere and the biosphere. It will consider the natural dynamic behavior of these systems, and the energy and materials cycles in the Earth. Understanding of these cycles will form the basis for an assessment of the human impact on phenomena such as global warming, ozone holes, and acid rain on both global and regional scales.

Class time: 60% lecture, 30% Discussion, 10% Writing short comments on paper during class period
Work load: 15-20 pages of reading per week, 25-35 pages of writing per semester, 2 papers
Grade: 10% class participation, 90% Mid term paper-40%; Final term paper-50%

GEO 2201 Geodynamics I: The Solid Earth (Sec 001); 3 cr; prereq concurrent enrollment Phys 1301 or instr
Geo 3093 Problems in Geology and Geophysics: Junior
Instructor: Banerjee, Subir K !!Technology Professorship!!
Description: This is the first course for undergraduates who are interested in degrees in Geology (BA or BS) and geophysics (BS). The course begins with a discussion of the earth in space including the formation of the earth and its internal structure. We then move on to a first look at plate tectonics, covering the origin of plates, their geometry, Euler poles and the origin of magnetic stripes. These concepts provide the basis for understanding the origin and age of continents and ocean basins. From there the course covers topics of global geophysics including earthquake seismology, focal plane solutions, composition of the earth's interior, heat flow, geomagnetism, paleomagnetism, gravity and isostasy. Although a whole earth perspective is provided during this part of the course, the geophysical evidence supporting plate tectonics is strongly emphasized here. With this background, plate tectonics is revisited but with a more in-depth discussion of plates in velocity space, tectonics on a sphere, triple junctions, absolute plate motions, and possible driving forces. Throughout the course, geological evidence is integrated with geophysical concepts to extend plate tectonic processes back in time.
Class time: 75% lecture, 20% Laboratory, 5% field trip
Work load: 20 pages of reading per week, 3 exams
Grade: 50% mid-semester exam(s), 25% final exam, 20% lab work, 5% field trip
Exam format: essay and short answer
Course URL: http://www.geo.umn.edu/courses/

Geo 3005 Earth Resources
(Sec 001): 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Alexander Jr, E Calvin !!Geo Taylor/IT Alumni Soc Award!!
Description: This course examines the geological constraints on material resources, the size and global distribution of energy and material resources and on the international and ethical implications of the use of those resources. Students will be introduced to a quantitative estimates of the size and life times of known resources. This course will focus on the international nature of resource production and trade and on the political and economic implications of that international interdependence. We will also explore the political and ethical questions involved with the growing internationalization of resource production and usage. This course is designed for students without an extensive background in science or math and is part of a 3000 level environmental minor program in Geology and Geophysics. The course will involve numbers and arithmetic homework problem solving. Two short (4 pages) ethics papers at the beginning and end of the quarter on the same topic will be an active learning device to examine the ethical implications of resource development and as a measure of how the student views/knowledge base have been affected by the course.
Class time: 67% lecture, 33% Discussion
Work load: 10 pages of reading per week, 2 4-PAGE pages of writing per semester, 2 exams, 2 papers
Grade: 40% mid-semester exam(s), 40% final exam, 10% class participation, 20% problem solving
Exam format: short answer, multiple choice, and essay
Course URL: http://www.geo.umn.edu/courses/

Geo 3039 Problems in Geology and Geophysics: Junior
(Sec 001): 1-4 cr; max hrs 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, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.
Class time: varies with instructions
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 cr; max hrs 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 hrs 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, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.
Class time: Work load: varies with instructions
Grade: 0% varies with instructions
Exam format: varies with instructions

Geo 4094 Senior Thesis
(Sec 001): 2 cr; max hrs 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 4501 Structural Geology
(Sec 001): 3 cr; prereq 2201, 2302; meets DELM req of classroom
Instructor: Teyssier, Christian
Class time: 50% lecture, 25% Discussion, 25% Laboratory
Work load: 5 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers, lab assignments
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% special projects, 30% lab work
Exam format: Essay
Course URL: http://160.94.61.144/courses/4501

Geo 4631W Earth Systems: Geosphere/Biosphere Interactions
(Sec 001): 3 cr; prereq 3401; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Ito, Emi
Description: The goal of this course will be to identify and understand the connections between the different portions of the earth that most directly affect humans, namely the surface environment. In particular, the course will examine how the biosphere and its connections with the geosphere affect the Earth’s climate. The first half of the course will look at several key cycles of importance to sustaining life, and will also define the climate system. Greenhouse gases and their possible effect
on the climate system will be examined. The second half of the course will look at several case scenarios of past climate change events and how these may have affected biodiversity. Forcing functions that have acted upon geosphere and biosphere operate at different time-scales, from billions of years to seasons. The course will look at the long-term and short-term climate variations and what were the likely causes and ultimate effects of these variations.

Class time: 60% lecture, 20% Discussion, 20% Laboratory
Work load: 15 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, Lab project, poster presentation
Grade: 25% mid-semester exam(s), 25% final exam, 30% written reports/papers
Exam format: one in class midterm exam, 1 take home final exam. Objective questions and essays.
Course URL: http://www.geo.umn.edu/courses/5713

Geo 5601 Advanced Sedimentology
(Sec 001): 4 cr; prereq 4602 or instr consent; meets DELM req of classroom
Instructor: Kleinspehn, Karen L
Description: This course explores sedimentary basins and their processes from the sub-microscopic to basin scale with a focus on the petrology of clastic and carbonate deposits, tectonic and paleoclimatic records, paleocurrent and provenance analysis, thermal histories, diagenetic effects on subsurface fluid flow, and volcanic sedimentation. An additional goal is to interpret and predict deposits including alluvial plains. Lectures are supported by slides of outcrops or modern depositional systems, coasts, storms, tsunamis, turbidite fans, carbonate platforms, continental shelves, deep-sea trenches and/or abyssal plains. Lectures are supported by slides of outcrops or modern depositional systems from multiple parts of the world. The course culminates with an informal in-class poster session.
This course is for graduate students and upper-level undergraduates who have completed Geo 4602, Sedimentology and Stratigraphy, or an equivalent course.
Class time: 60% lecture, 40% Discussion
Work load: 15-20 pages of reading per semester, 1 papers
Grade: 40% written reports/papers, 10% class participation, 40% Review of published papers
Exam format: No exams

Geo 5713 Tracers and Karst Hydrogeology
(Sec 001): 3 cr; prereq 5701, instr consent; meets DELM req of classroom
Instructor: Alexander Jr, E Calvin !!Geo Taylor/IT Alumni Soc Award!!
Description: Geo 5713, Tracers and Karst Hydrogeology (sec 1) prerequisite instr consent, 3 cr Instructor: Alexander Jr., E Calvin!! Morse Teaching Award Winner. Karst Hydrogeology and Tracer Applications is an introduction to karst hydrogeology and to the application of tracers in hydrogeology to determine the source, age, and mixing parameters of the water in various natural reservoirs. The course will cover the physical and chemical principles and processes operating in karst hydrogeology and the use of natural and synthetic chemical and isotopic labels or tracers to follow the movement and mixing of water through the hydrologic cycle. The natural systems and human impacts on those systems will be discussed. The course is aimed at advanced undergraduate students, including graduate students, and professionals with a background in hydrogeology. The course is designed to be practical, "hands on" introduction to groundwater tracers and active participation in weekend groundwater tracer is a required part of the course. The course will include the preparation and written and oral presentation of a term paper by each student. Text required: "Ground Water Tracers" by S.N. Davis, D.J. Campbell, H.W. Bentley and T.J. Flynn, National Water Association, 1985.
Class time: 90% lecture, 10% Discussion
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 25% final exam, 30% written reports/papers
Exam format: one in class midterm exam, 1 take home final exam. Objective questions and essays.
Course URL: http://www.geo.umn.edu/courses/5713

German
205 Folwell Hall: 612/625-2080

Ger 1001 Beginning German
(Sec 001-007): 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 001-004): 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, 26% class participation, 14% reading/group work assignments
Exam format: written

Ger 1003 Intermediate German
(Sec 001-008): 5 cr; prereq 1002 or Entrance Proficiency Test; meets DELM req of classroom
Instructor: STAFF
Description: Students in this course will be working with the course-packet Sprunge and the accompanying listening exercises on Sprunge-Online, short literary texts, a feature film, and online cultural exercises. Topics covered in this course will include free-time activities and travel, living situations, the German educational system, career
decisions, and media and technology. The program has a communicative and functional orientation. German 1003 is designed to review basic German language structures and to help students extend their listening and speaking skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of language. Students participate regularly in conversational activities, small group work, role-plays, and internet research of cultural topics. Process-writing essays, presentations on cultural topics, and short interviews round out the course. 

Class time: 
Work load: Expect around 2 hours preparation time for each class session. 
Grade: 10% final exam, 15% written reports/papers, 6% special projects, 30% quizzes, 8% in-class presentations, 25% class participation, 6% Role-plays 
Exam format: written, oral interviews 

Ger 1004 Intermediate German 
(Sec 001-006); 5 cr; prereq 1003 or completion of Entrance Proficiency Test at 1004 level; meets DELM req of classroom 
Instructor: STAFF 
Description: 1004 builds on the skills taught in 1003. Students work with the course-packet Sprunge 1004 and listening exercises on Sprung-Online, short literary texts, a feature film, and online cultural exercises. Topics include Berlin, film, and issues of multiculturalism. The program has a communicative and functional orientation. German 1004 reviews German language structures and helps students expand their listening and speaking skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of language. Students participate in conversational activities, small group work, role-plays, and internet research of cultural topics. Process-writing essays, presentations on cultural topics, and interviews round out the course. Students will take the Language Proficiency Exam (LPE) during the second half of the term. 
Class time: 100% varies with instructor. 
Work load: Expect around 2 hours preparation time per class session. 
Grade: 15% final exam, 10% written reports/papers, 34% quizzes, 16% in-class presentations, 25% class participation, 0% scale may be modified slightly 

Ger 1022 Beginning German Review 
(Sec 001, 002); 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 1601 Fleeing Hitler: German and Austrian Filmmakers Between Europe and Hollywood 
(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom 
Instructor: Mc Cormick, Richard W 
Description: This course investigates the work done by famous German and Austrian film directors who came to Hollywood in years before World War II: Fritz Lang, Ernst Lubitsch, Robert Siodmak, Billy Wilder, and Douglas Sirk (Detlef Sierck), among others. They came to Hollywood to escape the Nazi regime either because they were Jewish or part-Jewish and/or because they had political differences with the Nazi regime. The German cinema's loss was the American cinema's gain, as modernist styles and techniques of the German cinema like Expressionism and New Objectivity were fused with American elements to create new, hybrid entities such as the genre we now call &quot;film noir.&quot; They also made comedies and melodramas. The exile directors also made political films for the war effort against the Nazis in the 1940s. The legacy of their work in Hollywood lives on not just in contemporary American cinema but in the postwar European cinema, where filmmakers were strongly influenced by this trans-Atlantic legacy of hybrid genres, styles-and politics. We will study these international dynamics by viewing both German and American films by these directors, and by learning to analyze them both as cinematic works of art and as cultural texts within larger social and political contexts. The German films we watch will all have English subtitles or intertitles. 
Class time: 33% lecture, 33% Discussion, 33% In-class analysis of specific sequences from the films 
Work load: 10-20 pages of reading per week, 10 pages of writing per semester, 1 exams, 2 papers, besides 10 pp. of formal writing, there is 7-8 pp. of informal writing (WebCT) 
Grade: 25% final exam, 35% written reports/papers, 20% class participation, 20% informal film responses on WebCT 
Exam format: take-home essay exam (min. 5 pp.) 
Course URL: http://webct.umn.edu/ 

Ger 3011W Conversation and Composition 
(Sec 001-003); 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 Ubergang 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 3104W Reading and Analysis of German Literature 
(Sec 001); 4 cr; prereq 3011; meets CLE req of Literature Core; meets DELM req of classroom 
Instructor: Teraoka, Arlene A 
Description: The course introduces you to selected great works of German literature (prose, poetry, and drama) and to the basic skills of literary interpretation. There will be short background lectures, but the emphasis of the course is on active class discussion in which you are encouraged to respond thoughtfully to the texts. (Completion of the assigned readings before class is a must!) As a Writing Intensive course, Ger 3104 also trains you to formulate interpretive arguments in logical, written form, supported by textual evidence. Readings will be chosen on the basis of their intriguing content as well as their superb literary quality. Conducted in German. 
Class time: 20% lecture, 80% Discussion 
Work load: 20-25 pages of reading per week, 15 pages of writing per semester 

This information is accurate as of: 4/6/2005 at 11:38 AM
Ger 3511W German Civilization and Culture: Middle Ages to 1700  
(Sec 001); 4 cr; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Wakefield, Ray M  
Description: This course, with lectures in English, offers an overview of the cultural, political, and social development of the Germanic tribes from the earliest days of contact between the Germanic tribes and the Romans until 1700. Emphasis will be placed on the way in which present-day Germany views its medieval and early modern past, and the role of the Middle Ages, the Reformation, and the Thirty Years War in the creation of a German national identity. Topics to be discussed will include myths about the origins of the Germans, the Germanic reshaping of the ancient Roman world, the role of the German Empire in the development of medieval Christianity, the social position of women in medieval and early modern times, medieval and early modern court culture, Reformation and Counter-Reformation debates, Baroque culture in the German Empire. Discussions will involve many types of cultural artifacts, e.g., literary, historical, religious, philosophical texts; paintings, engravings, architecture; medieval and early modern music. Authors to be discussed include Tacitus, Einhard, Hadewijch, Luther, Grimmelshausen, et al. English discussion sections; German majors will be required to complete substantial work in German.  
Class time: 50% lecture, 50% Discussion  
Work load: 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers  
Grade: 40% mid-semester exam(s), 40% written reports/papers, 20% class participation  
Exam format: oral exams

Ger 3520 Topics in Austrian and Central European Culture: Death in  
Architecture; Medieval and Early Modern Music. Authors to be discussed  
Instructor: Morris, Leslie C  
Description: This course examines the long history of the representation of death in Austrian culture, beginning with the suicide of Crown Prince Rudolph in 1898 in Mayerling and continuing into the present-day discussions of Holocaust memorialization in Austria. Looking at a wide variety of texts drawn from literature, art, music, and film, we will explore concepts such as the aestheticization of death, the relationship between death and language, genocide and suicide, and elegy, memorial, and nostalgia. Among others, works by Rilke, Freud, Hofmannsthal, Schnitzler, Traki, Bachmann, Jelinek, Beckermann, Handke, Schindel, Kluger, and Menasse. Course conducted in German.  
Class time: 25% lecture, 75% Discussion  
Work load: 50-60 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers, in-class presentation  
Grade: 25% mid-semester exam(s), 50% written reports/papers, 25% class participation  
Exam format: Essay

Ger 3593 Directed Studies: German-Speaking Countries  
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3011; 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.

Ger 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: Liberman, Anatoly  
Description: Middle High German (MHG), a language spoken in Germany between roughly the 13th and the 16th centuries, was a medium of one of the greatest literatures in the history of Europe. The better one knows Modern German, the easier it is to master MHG, but one can learn it without any previous exposure to the language in its present state. We will be reading texts from an excellent anthology with an English glossary (it is the only book required) and translating passages from MHG lyrics and narrative poems. A single prose text will give the students an insight into the customs and legal practices of the time. There will be reading assignments for every class. The speed will be slow at first but will increase toward the middle of the semester, so that enough material will be covered to produce a viable picture not
only of the MHG language but also of MHG literature. Attendance is crucial. There will be a midterm and a final. Those who express an interest in writing a Plan B paper on a MHG subject will be offered a variety of subjects to choose from.

**Class time:** 50% lecture, 50% Discussion  
**Work load:** 2 exams  
**Grade:** 30% mid-semester exam(s), 50% final exam, 20% class participation

**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.
GloS 3940 Topics in Middle Eastern Studies: Introduction to Middle Eastern Studies
(Sec 001); 4 cr; max hrs 12, 3 repeats allowed; meets DELM req of classroom
Instructor: Al-Zoby, Mazher A
Description: This is an interdisciplinary course designed to give the student a fundamental understanding of contemporary Middle Eastern politics, cultures, and societies. In each section of the course, the students will be introduced to major topics, themes, and processes that have shaped, and continue to shape, the Middle East. Through historical, political, and cultural analysis, we will explore relations of ideology, identity, and socio-political transformation in the Middle East, particularly in the 20th century. Among other topics, the course will deal with such issues as the impact of European colonialism, the rise of nationalism, the role and consequences of the Israeli-Palestinian conflict, Islamic movements, gender movements, media and representations, 20th century reformism (political, military, economic, and religious), and the current role of United States in the region, and especially the legacy of the Gulf War. One of the main objectives of the course is to illustrate how, while sharing some basic historical and cultural characteristics, the Middle East is amazingly diverse in ideology, class, race, education, politics, and even religion.
Grade: 20% mid-semester exam(s), 20% final exam, 30% attendance/participation, 20% research paper, 10% group presentation and in-class writing

GloS 4221 Sociology of Globalization: Culture, Norms, and Organization
(Sec 001); Credit will not be granted if credit has been received for: SOC 4321, SOC 4321; 3 cr; A-F only; prereq Soc 1001 or instr consent; meets DELM req of classroom
Instructor: Schofer, Evan
Description: From the desert of India to the high plateaus of Bolivia to the trading floors of New York city, people from around the world are becoming increasingly interdependent. This course offers an overview of the processes that are forcing people's lives to intertwine economically, politically, and culturally. We will start with the most basic questions: What is this thing called "globalization?" Is it new? What are the forces behind it? Second, we will explore the idea that this era of globalization is marked by dramatic transformations in the ways we work, do politics, play, and communicate. Moreover, we will look into the idea that capitalism has changed significantly, that the division between rich and poor has intensified, and that the sovereignty of governments and the basic rights of people are being seriously challenged. We will also discuss the worlds of immigration, of fast-moving finance capital, of Hollywood cultural production, and everyday life, as they are experienced in the U.S., Mexico, India, South Africa, and parts of East Asia. Finally, we will look at "globalization from below" or social movement activism that works to produce social justice and change across national boundaries. They are contesting the worst effects of economic, political, and cultural globalization.
Class time: 25% lecture, 75% guided discussion
Work load: ~75 pages of reading per week, ~25 pages of writing per semester (two 2-4 page papers, three 5-8 page papers)
Grade: 75% written reports/papers, 25% participation, in-class debates and presentations

GloS 5993 Directed Studies
(Sec 001); 1-4 cr; max hrs 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 5994 Directed Research
(Sec 001); 1-4 cr; max hrs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: STAFF
Description: Qualified students work on a tutorial basis.

Greek
330 Folwell Hall: 612/625-5353

Grk 1001 Beginning Classical Greek I
(Sec 001, 002); 5 cr; meets DELM req of classroom
Instructor: STAFF
Description: Poetry, history, religion, medicine, philosophy, drama, political science, biology, literary criticism, astronomy, rhetoric, mythology, geography... Whether you want to read Homer or Hippocrates, Aristotle or Aristophanes, Paul or Plato, Greek 1001-1002 is the place to start. In this class you will learn the elements of classical Attic Greek, the dialect spoken and written in Athens during the fifth and fourth centuries BC: a language of tragedy, comedy, oratory, history, and philosophy. With a knowledge of the basic grammar and vocabulary of Attic, you can later go on to read the epics of Homer, the letters of Paul, the comedies of Aristophanes, or whatever you'd like from texts spanning 1200 years of history. There are no prerequisites for this course, except for an interest in the ancient world.
Class time: 50% lecture, 50% recitation
Work load: written homework, frequent quizzes, 3-4 exams
Exam format: translation, grammatical analysis

Grk 3370 Advanced Undergraduate Greek: Epic
(Sec 001); 3 cr; max hrs 9, 3 repeats allowed; prereq 3114 or 3 years HS Greek or dept consent; meets DELM req of classroom
Instructor: Krevans, Nita
Description: Readings in Greek epic, including Homer, Hesiod and Apollonius. Topics covered will include the nature of oral composition, the figure of the poet, narrative structure, heroes and heroines, epic performance.
Class time: 60% Discussion, 40% recitation
Work load: 100-200 lines of Greek per week
Exam format: translation/essay

Grk 5121 Biblical and Patristic Greek
(Sec 001); 3 cr; prereq Grad student or instr consent ; meets DELM req of classroom
Instructor: Sellew, Philip H
Description: The course is arranged as a survey, with topics ranging from the origins of Biblical Greek down to the flowering of patristic literature in the Christian Empire. Each topic will be introduced by a general lecture and discussion of a major period or aspect of 'Biblical & Patristic Greek,' with occasional reference to some specific texts that we would not otherwise read. Then an additional class session or two will be devoted to reading and discussing extended passages from authors representing each topic, such as the Greek Old Testament, the Wisdom of Solomon, Philo of Alexandria, the Apostle Paul, Ignatius of Antioch, *apocryphal* narratives like the Acts of Paul and Thecla, Clement or Origen of Alexandria, Eusebius of Caesarea, John Chrysostom, and finally the Cappadocian fathers. The amount assigned to read each week will vary according to the difficulty of the Greek. Undergraduates will be responsible for reading about half of the texts in Greek and the remainder in English translation.
Class time: 30% lecture, 70% Discussion
Work load: 10-20 pages of reading per week, 10 pages of writing per semester, 1 exams, 1 papers, three translation tests
Grade: 20% final exam, 25% written reports/papers, 30% quizzes, 25% class participation
Exam format: Translation and short essay

Grk 5370 Greek Literature: Epic
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq Grad student or instr consent ; meets DELM req of classroom
Instructor: Krevans, Nita
Description: Readings in Greek epic, including Homer, Hesiod and Apollonius. Topics covered will include the nature of oral composition, the figure of the poet, narrative structure, heroes and heroines, epic performance.
Class time: 60% Discussion, 40% recitation
Exam format: translation/essay

Hebrew
330 Folwell Hall: 612/625-5353

Hebr 1001 Beginning Hebrew I
(Sec 001, 002); Credit will not be granted if credit has been received for: HEBR 4001, HEBR 4001, HEBR 4001; 5 cr; meets DELM req of classroom
Instructor: Schneller, Renana Segal !!ICLA-Work Group Outstdg Svc Awd!!
Description: Modern Israeli Hebrew seeks to serve several kinds of students. Typically, students in this course present a wide variety of backgrounds and interests, which include Jewish, or Israeli cultural studies, archaeology, linguistics, travel or work in Israel, and biblical studies. This is a course for complete beginners. You will learn basic listening, speaking, reading and writing skills with stress on proficiency in communication. Cultural materials are incorporated. The course serves as a good base for subsequent work in biblical Hebrew. The difference between this course and Hebr 1104, Biblical Hebrew, is that this course has a spoken, conversation component and prepares students to read texts without the diacritic marks. (This reading skill is necessary for those interested in reading Hebrew journal articles and post-biblical Hebrew commentaries.) The pronunciation of Hebrew taught will be the same in both courses.
Class time: 50% lecture, 50% Discussion
Work load: 5-10 pages of reading per week, 1 exams, 1-2 hours homework per day to develop skills in listening, speaking, reading, writing
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation
Exam format: multiple choice and essay

Hebr 1101 Beginning Biblical Hebrew I
(Sec 001); Credit will not be granted if credit has been received for: HEBR 4104, HEBR 4104, HEBR 4104, HEBR 4104, HEBR 4104; 5 cr; meets DELM req of classroom
Instructor: Levinson, Bernard M
Description: This five credit course provides a logical introduction to the language, grammar, and vocabulary of the Hebrew Bible/Old Testament. It is the first course of the full two year sequence in Biblical Hebrew. We work systematically through a standard textbook and begin to read actual samples of biblical texts. This course will benefit students interested in the language, religion, culture of ancient Israel and the ancient Near East. It will also permit students to read and understand the grammar of medieval and modern Hebrew, and provides the essential background for subsequent work in graduate school or seminary. Students will also learn ways to approach learning a classical language. Classes will include grammar exercises, translation, and oral drills. Memorization is required. Required Texts: Thomas O. Lambdin, Introduction to Biblical Hebrew (New York: Scribners, 1971); Gary A. Long, Grammatical Concepts 101 for Biblical Hebrew: Learning Biblical Hebrew Grammatical Concepts Through English Grammar (Peabody, MA: Hendrickson, 2002); and a Course Reader. WebCT may be used for class communication and to provide access to supplemental resources and links for the study of Biblical Hebrew.
Class time: 70% lecture, 30% Discussion
Work load: 10 pages of reading per week, 3 exams, weekly vocabulary and grammar quizzes; regular homework assignments
Grade: 40% mid-semester exam(s), 25% final exam, 20% quizzes, 15% homework
Exam format: Grammar and translation exercises

Hebr 3011 Intermediate Hebrew I
(Sec 001); 5 cr; prereq Grade of at least [C- or S] in [1002 or 4002] or instr consent; meets DELM req of classroom
Instructor: Levi, Yaakov
Description: In this course, you will (a) review Hebrew Grammar taught last year; (b) continue to study Hebrew grammar and syntax; (c) speak Hebrew (with an Israeli accent!) (d) study techniques for future self-learning, and (e) study modern Hebrew literature. The main emphasis will be on acquiring the knowledge of the Hebrew grammar and syntax, enabling students to engage in conversation and deal with Hebrew texts. We will read Hebrew literary works. We will continue to improve Hebrew spelling in all written assignments. We will continue to use the pronunciation of Modern Israeli Hebrew. We will continue to study the Hebrew pattern system (G’zarot, Binyanim, forms of tenses), the syntax, and read unmodified (original) Hebrew literary works with their literary features. Required Texts: The first half of the textbook Hebrew from Scratch, Part II, by Shlomit Chayat, Sara Israeli, and Hilla Koblener, Academon - The Hebrew University Students’ Printing and Publishing House, Jerusalem 2000. The text is accompanied by audio CD’s that are available at the university bookstore. Edna Lauden @ Liora Weinbach, Multi Dictionary - Bilingual Learners Dictionary (ISBN 965-390-003-x). Recommended Material: Audio CD’s for Hebrew from Scratch, Part II, by Shlomit Chayat, Sara Israeli, and Hilla Koblener, Academon - The Hebrew University Students’ Printing and Publishing House, Jerusalem 2000. The CD’s are available at the university bookstore. These CD’s will also be available at the language lab.
Class time: 20% lecture, 60% Discussion, 10% Laboratory, 10% Work load: 8 pages of reading per week, 50 pages of writing per semester, 2 exams, Weekly journal entry of 100-150 words.
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation
Exam format: Combination of tasks
Course URL: http://www.tc.umn.edu/~levix004/

Hebr 3090 Advanced Modern Hebrew
(Sec 001); 3 cr; max crs 18, 6 repeats allowed; prereq 3012 or instr consent ; meets DELM req of classroom
Instructor: Schneller, Renana Segal !!ICLA-Work Group Outstdg Svc Awd!!
Description: This course “puts the frosting on the cake.” It is designed to prepare the students to read various kinds of authentic Hebrew texts and to develop higher levels of comprehension and speaking. The class is conducted entirely in Hebrew and you will acquire expanded capacity to express yourself when talking about the ideas and issues presented in the various media used in the course. The course emphasizes Modern Israeli Hebrew, but you will be introduced to earlier genres as well. We will spend time further strengthening grammar with considerable emphasis given to widening your vocabulary. Materials used include contemporary short fiction, essays on current issues, articles dealing with a variety of cultural topics, films, Hebrew Internet sites, radio and TV.
Class time: 40% lecture, 60% Discussion
Work load: 15 pages of reading per week, 2 exams, midterm and final exam; periodic quizzes; 10 written or oral submissions
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation
Exam format: Mixture of objective, short essay, matching, and longer essay

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Hebr 3101 Intermediate Biblical Hebrew I
(Sec 001); 4 cr; prereq Grade of at least [C- or S] in [1102 or 4105] or instr consent; meets DELM req of classroom
Instructor: Monroe, Lauren A S
Description: This course has three aims: (1) to consolidate the student's basic mastery of the distinctive grammar, syntax and vocabulary of Biblical Hebrew; (2) to provide a transition to reading actual biblical texts; and (3) to expose students to the complete range of literary genres in the Hebrew Bible. Students will improve both their understanding of the biblical Hebrew verbal system and their ability to identify and interpret particular grammatical and syntactical forms. In addition, emphasis will be placed on establishing the semantic range for particular vocabulary so that students begin to understand the language of the Bible as a window on ancient Israelite religion, culture, and experience. Towards this end, students will be expected to utilize lexicons, concordances and, occasionally commentaries, in their preparation of assigned texts. We will work from Ehud Ben Zvi's Readings in Biblical Hebrew, and will devote considerable attention to literary, exegetical, and source-critical issues.
Class time: 100% Class time will be spent reading together and analyzing assigned biblical texts.
Work load: 2 exams, Students will be expected to prepare 6-10 lines of biblical texts for each class.
Grade: 30% mid-semester exam(s), 30% final exam, 20% quizzes, 20% class participation
Exam format: translation and grammatical analysis

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; meets HON req of Honors
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hebr 4001 Beginning Hebrew I
(Sec 001, 002); Credit will not be granted if credit has been received for: HEBR 1001, HEBR 1001; 3 cr; prereq grad student; meets DELM req of classroom
Instructor: Schneller, Renana Segal !!CLA-Work Group Outstgd Svc Awd!!
Description: Modern Israeli Hebrew seeks to serve several kinds of students. Typically, students in this course present a wide variety of backgrounds and interests, which include Jewish, or Israeli cultural studies, archaeology, linguistics, travel or work in Israel, and biblical studies. This is a course for complete beginners. You will learn basic listening, speaking, reading and writing skills with stress on proficiency in communication. Cultural materials are incorporated. The course serves as a good base for subsequent work in biblical Hebrew. The difference between this course and Hebr 1104, Biblical Hebrew, is that this course has a spoken, conversation component and prepares students to read texts without the diacritic marks. (This reading skill is necessary for those interested in reading Hebrew journal articles and post-biblical Hebrew commentaries.) The pronunciation of Hebrew taught will be the same in both courses.

Hebr 4106 Intermediate Biblical Hebrew I
(Sec 001); 3 cr; prereq Grade of at least [C- or S] in [1102 or 4105] or instr consent ; meets DELM req of classroom
Instructor: Monroe, Lauren A S
Description: This course has three aims: (1) to consolidate the student's basic mastery of the distinctive grammar, syntax and vocabulary of Biblical Hebrew; (2) to provide a transition to reading actual biblical texts; and (3) to expose students to the complete range of literary genres in the Hebrew Bible. Students will improve both their understanding of the biblical Hebrew verbal system and their ability to identify and interpret particular grammatical and syntactical forms. In addition, emphasis will be placed on establishing the semantic range for particular vocabulary so that students begin to understand the language of the Bible as a window on ancient Israelite religion, culture, and experience. Towards this end, students will be expected to utilize lexicons, concordances and, occasionally commentaries, in their preparation of assigned texts. We will work from Ehud Ben Zvi's Readings in Biblical Hebrew, and will devote considerable attention to literary, exegetical, and source-critical issues.
Class time: 100% Class time will be spent reading together and analyzing assigned biblical texts.
Work load: 2 exams, Students will be expected to prepare 6-10 lines of biblical texts for each each class.
Grade: 30% mid-semester exam(s), 30% final exam, 20% quizzes, 20% class participation
Exam format: translation and grammatical analysis

Hebr 5992 Directed Readings
(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq 3012 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hindi
453 Folwell Hall: 612/625-6534

Hndi 1101 Beginning Hindi
(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 4001; 5 cr; meets DELM req of classroom
Instructor: STAFF
Description: The course is designed for the beginners and introduces students to the four language skills areas: listening, speaking, reading and writing. The text for the course will be “Teach Yourself Hindi”, by Snell and Weightman. The class involves a great deal of memorization and intensive study. Considerate emphasis will be given to widening Hindi vocabulary, reinforced from lessons around everyday life situations. Grammar is covered in the regularly assigned take-home exercises and reinforced in class, becoming the basis for student-to-student interaction with a variety of paired and small group interactive communicative activities. Teaching methods will include audio-visual method, dialogue imitation and reading for comprehension. Since the majority of class time is devoted to speaking and listening, it is very important that students attend class regularly.
Class time: 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% Laboratory
Work load: 5 pages of reading per week, 10 pages of writing per semester, 2 exams
Grade: 25% mid-semester exam(s), 50% final exam, 10% quizzes, 5% in-class presentations, 10% class participation
Exam format: essay, translations, oral drills
Course URL: http://webct3.umn.edu

Hndi 3131 Intermediate Hindi
(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 4003; 5 cr; prereq 1102 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,
Hindi 4001 Intermediate Hindi
(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 1101, HNDI 1101, HNDI 1101, HNDI 1101; 3 cr; prereq passing score on GPT in another language or grad student; meets DELM req of classroom
Instructor: STAFF
Description: This 4xxx-level course is a special option for qualified students to take the 1xxx-level Beginning Hindi course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language, or if you are a graduate student, you may register for Beginning Hindi under the 4001 course number for 3 credits. Credit will not be granted if credit has been received for Hndi 1101. See the course guide description for Hindi 1101.

Hindi 4003 Intermediate Hindi
(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 3131, HNDI 3131, HNDI 3131, HNDI 3131; 3 cr; prereq 4002, [passing score on GPT in another language or grad student]; meets DELM req of classroom
Instructor: STAFF
Description: This 4xxx-level course is a special option for qualified students to take the 3xxx-level Intermediate Hindi course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language, or if you are a graduate student, you may register for Intermediate Hindi under the 4003 course number for 3 credits. Credit will not be granted if credit has been received for Hindi 3131. See the course guide description for Hindi 3131.

Hindi 4161 Advanced Hindi
(Sec 001); 4 cr; prereq 3132 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course seeks to develop skills in reading comprehension and textual analysis, as well as to enrich active vocabulary and idiomatic usage. It includes concentration on ability to engage in reasonably fluent discourse in Hindi, on comprehensive knowledge of formal grammar, and on the ability to read and understand a variety of texts, from newspaper and magazine articles to short stories. All students are required to work at least one hour each week with a native informant and/or in the language laboratory.
Class time: 40% lecture, 40% Closed Circuit TV, 10% Discussion, 10% Reading
Work load: 5 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation
Exam format: Essay, Multiple choice
Course URL: http://webct3.umn.edu

Hindi 5993 Directed Readings
(Sec 001, 002); 1-4 cr; max crs 12, 3 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: STAFF
Description: Guided individual reading of Hindi texts. The focus differs from student to student, from short-story to novel, drama and poetry. Various genres of Hindi literature are studied from a variety of disciplinary perspectives: linguistic, literary and socio-cultural.
Class time: 100% one hour consultation/week
Work load: 20 pages of reading per week, 1 papers
Grade: 100% special projects

Hindi 5990 Directed Research
(Sec 001, 002); 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

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the major themes of modern world history, including imperialism, nationalism, industrialization and gender, mostly through primary sources. Students will work with these sources to see how historical knowledge is constructed, and how historians wrestle with the special problems entailed in trying to approach history in a comparative or global manner. In addition, because my own interests lie strongly in migration and the connections linking international trade and cultural exchange, we will also focus on several especially intense, violent, and significant instances of contact and conflict in the creation of the modern world; the Spanish conquests in the New World, the rise and decline of the gunpowder empires and the second wave of imperialism in the nineteenth century, in particular the scramble for Africa. If you want to find out about me, I'm on "Rate Your Professor.com." I enjoy writing murder mysteries as a hobby, and I never miss an opportunity to get violence into my lectures!

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

**Work load:** 50-75 pages of reading per week, 20-25 pages of writing per semester, 3 exams, 3 papers. Geography emphasized; students expected to familiarize themselves with the world sufficiently to complete map sections on each exam.

**Grade:** 20% final exam, 30% written reports/papers, 20% class participation, 30% for two midterm exams (15% each)

**Exam format:** All essay except for a map section on each exam.

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**Hist 1031V Honors: Survey of Western Civilization From Its Origins to ca 1500**

(Sec 001); Credit will not be granted if credit has been received for: HIST 1031, HIST 1031W, HIST 1031V, HIST 1026; 4 cr; prerequisites: Fr or soph, honors student; meets CLE req of Historical Perspective Core; meets CLE req of International Persept Theme; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

**Instructor:** Lower, Michael T

**Description:** However straightforward the advance of western civilization has seemed to some, its early course was anything but certain. Western history before 1500 twists and turns this way and that, wending a path from the river valleys of Mesopotamia to the islands of the Caribbean. If there is a theme that unites the diversity of peoples and places encompassed by early western history, it is movement. It was a restless, striving age. Conquerors like Alexander the Great, Julius Caesar, and Ghenghis Khan led armies on the march, creating vast empires that destroyed old cultures and created new ones in their place. Searching for a promised land, the kingdom of heaven, or an ecstatic contemplation of the divine, religious leaders like Moses, Jesus, and Muhammad went on the move, forging in the process the major monotheistic faiths of the West. Eager to uncover the secrets of the earth, the universe, and human nature itself, philosophers like Plato and Aristotle, Averroes and Maimonides, and Heloise and Abelard tested the limits of human reason, creating the analytical tools that still underpin intellectual endeavor today. Amidst the quest for glory and gain, and the striving for the truths of revelation and reason, there was everywhere the struggle of everyday life: women and men toiled to win a living from the land, took to the roads and waterways in search of trade and commerce, and made a civilization that has endured.

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

**Work load:** 50 pages of reading per week, 10-13 pages of writing per semester, 2 exams, 1 papers, 2 analyses of primary sources

**Grade:** 15% mid-semester exam(s), 20% final exam, 40% written reports/papers, 25% class participation

**Exam format:** Identifications and essays.

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**Hist 1031V Western Civilization, From Its Origins to ca 1500**

(Sec 001); Credit will not be granted if credit has been received for: HIST 1026, HIST 1033, HIST 1031V, HIST 1031V, HIST 1031V; 4 cr; prerequisites: Fr or soph; meets CLE req of Historical Perspective Core; meets CLE req of International Persept Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Lower, Michael T

**Description:** However straightforward the advance of western civilization has seemed to some, its early course was anything but certain. Western history before 1500 twists and turns this way and that, wending a path from the river valleys of Mesopotamia to the islands of the Caribbean. If there is a theme that unites the diversity of peoples and places encompassed by early western history, it is movement. It was a restless, striving age. Conquerors like Alexander the Great, Julius Caesar, and Ghenghis Khan led armies on the march, creating vast empires that destroyed old cultures and created new ones in their place. Searching for a promised land, the kingdom of heaven, or an ecstatic contemplation of the divine, religious leaders like Moses, Jesus, and Muhammad went on the move, forging in the process the major monotheistic faiths of the West. Eager to uncover the secrets of the earth, the universe, and human nature itself, philosophers like Plato and Aristotle, Averroes and Maimonides, and Heloise and Abelard tested the limits of human reason, creating the analytical tools that still underpin intellectual endeavor today. Amidst the quest for glory and gain, and the striving for the truths of revelation and reason, there was everywhere the struggle of everyday life: women and men toiled to win a living from the land, took to the roads and waterways in search of trade and commerce, and made a civilization that has endured.

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

**Work load:** 50 pages of reading per week, 10-13 pages of writing per semester, 2 exams, 1 papers, 2 analyses of primary sources

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

**Exam format:** Essay
Hist 1308 U.S. History: From 1865 to Present
Instructor: Fischer, Kirsten
Description: This writing-intensive survey of the United States from the colonial American nation? These are some of the questions we will pursue in Exam format:

- short writing assignments and quizzes
- Diversity Theme, and Writing Intensive.
- following CLE requirements: Historical Perspective Core, Cultural and migration, gender roles and labor relations. The course meets the national expansion, religion and reform movements, race, ethnicity, this period of American history. Topics include colonization and the class lectures and weekly discussion sections will examine and methodologies and insights of social, political, and intellectual history, period through the Civil War and Reconstruction. Drawing upon the did they have? What caused the Civil War, and how did it change the... care? How did the Market revolution and westward expansion shape What did the writers of the Constitution intend, and why should we... goals? When and how did slavery take hold in early America, and how... Instructors: Fischer, Kirsten

Hist 1308 U.S. History: From 1865 to Present
(Sec 091); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Schneider, Robert Kelley
Description: Since its establishment, the United States has been an expansive nation state. Expansionism as cultural identity and national obsession is revealed in the Spanish-American War, Philippine War, World War I, and World War II. Since 1945, the United States has been in a perpetual state of war against perceived enemies at home and abroad. Presently, the United States is engaged in an ambiguous "War on Terror." Armed conflict and its military-industrial requirements has dramatically influenced American politics, culture, and foreign affairs. Conversely, domestic politics shaped foreign policy. This course examines the transformation of the United States from 1880 to the present. Attention will be focused on the dynamic interaction between overseas expansionism and domestic issues related to gender, race, ethnicity, economics, the environment, and political culture.

Class time: 70% lecture, 20% Discussion Work load: 50-100 pages of reading per week, 2 exams, 3 papers, Writing: 15-20 pages of writing per semester includes two short papers and one longer paper will be revised
Grade: 10% mid-semester exam(s), 20% final exam, 40% written reports/papers, 30% Participation in discussion sections, including short writing assignments and quizzes Exam format: essay

Hist 13061 "Bread and Circuses": Spectacles and Mass Culture in Antiquity
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Evans, John Karl
Description: This course traces the development of large-scale public entertainments in the ancient Mediterranean world, from the athletic contests of Olympia and dramatic festivals of Athens to the chariot races and gladiatorial games of the Roman Empire. Through lecture, discussions, and readings, we will explore the wider significance of these spectacles in their impact on the political, social, and economic life of the societies that supported them. Enrollments is open to all students to explore career opportunities in the field. It is a prerequisite for HIST3990, a for-credit public history internship course to be offered in the spring 2004 semester (NOTE: Students who enroll in this course can not be guaranteed internship placement.) This course is limited to Juniors and Seniors. Please contact the instructor at kpmurphy@umn.edu with questions.

Class time: 40% lecture, 60% Discussion Work load: 60 pages of reading per week, 12 pages of writing per semester, 4 papers, major public history project (video, exhibit, website, etc.)
Grade: 40% written reports/papers, 40% special projects, 20% class participation
Exam format: essay

(Sec 001); 3 cr; max crs 6; S-N only; prereq freshman; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Is there a really a "clash of civilizations" between Islam and the West today? Has there ever been? In this course we will try to answer this question, by examining the historical development of relations between Christianity and Islam, and focusing specifically on the contrast between perceptions today and the realities of the more distant past. Themes to be addressed will include holy war, conquest, and slavery, but also peaceful religious conversion, cultural interaction, and shared concepts of faith and tolerance. Although this is a history class whose primary focus is the pre-modern period, it also aims to provide a basis for understanding the complexities of Muslim-Christian relations in the contemporary world. Weekly discussions will be conducted with reference to current events in addition to the assigned readings, with special attention paid to a critique of the way the media and entertainment industry in both the West and the Islamic world represents, and misrepresents, the historical relationship between the two religions. About the instructor: Giancarlo Casale is a specialist in Ottoman history, the history of geography and cartography, and the history of global exploration. He is a native of Madison, Wisconsin but has spent the last several years living in Istanbul, Turkey. This is his first semester at the University of Minnesota.
Hist 3341 Early African Farmers and Hunters (Sec 001); Credit will not be granted if credit has been received for: LAS 3402W; 4 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Isett, Christopher Mills
Description: This course examines the origins of today's global economy and disparities in wealth and economic power by tracing the origins and development of capitalism from the sixteenth century to the present. The course examines how social and political institutions and relations configured in different places and in different ways the economic and market behavior of social classes, how goods are produced, the social division of labor (who produces what and for whom), and long-term economic outcomes. The course examines these issues in a variety of socio-political and national contexts, taking examples from Asia, Europe, and the Atlantic World (Europe, America and East Africa) to study the different forms taken by agricultural production (peasants, capitalist farmers, slave-based commodity production) and manufacturing (household handicrafts, industrial capitalism, and slave-based manufacturing). The course will also examine different approaches to the study of the origins of capitalism proposed by the classical economists (Smith, Malthus, and Marx) as well as contemporary neo-classical and Marxist theories of how the modern world economy came about. The course does not require an understanding of economic principles or language, and is accessible to those who have had no exposure to economics.
Class time: 60% lecture, 40% Discussion
Work load: 75-100 pages of reading per week, 8-10 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 30% final exam, 30% written reports/papers, 15% class participation
Exam format: Exams are blue book essays
Course URL: http://www.hist.umn.edu/hist3401/

Hist 3431 Early Africa and Its Global Connections (Sec 001); Credit will not be granted if credit has been received for: AFRO 3431, AFRO 3431, AFRO 3431; 4 cr; meets CLE req of Historical Perspective Core; meets DELM req of International Perspect Theme; meets DELM req of classroom
Instructor: Giles-Vernick, Tamara L
Description: Early African farmers and hunters, men and women, kings and queens, commoners and slaves long stood at the center - not the margins - of global change. From the rise of agriculture to the culmination of the slave trades, Africans actively borrowed ideas, technologies, and foods, guns, and other goods from Asian and European "strangers". But they profoundly influenced these strangers as well, contributing innovative ideas, technologies, cultural expressions, and wealth. Through close study of oral traditions, epics, archaeological data, food, autobiography, and film, we will investigate early Africans' global connections. Environment plays an important role in our study; we explore the ways that Africans creatively adapted to and altered the continent's diverse environments, and how their choices shaped the kinds of societies in which they lived. By immersing ourselves in Africa's early history, we will also begin to understand and to critique how and why contemporary western media has come to portray Africans as "marginal" to global change.
Hist 3436 Historical Background to Contemporary African Conflicts: Case Studies  
(Sec 001); 3 cr; meets DELM req of classroom  
Instructor: Wagner, Michele Diane  
Description: In terms of number of lives lost, the 20th century was the deadliest in human history, and much of this destruction and tragedy took place in Africa. Why? This course draws on some of the newest works of African history to probe the causes of present-day patterns of conflict and human rights violations. The course is organized around both case studies and historical patterns. We will examine case studies from Rwanda, Congo, Sudan, Somalia, Nigeria and Sierra Leone. Moving back into the past, we will examine patterns of exercising power, managing conflict, dealing with diversity and difference, and what roles they play in promoting or reducing conflict today.  
Class time: 33% lecture, 33% Discussion, 33% film, guest speakers  
Work load: ~100 pages of reading per week, 10-20 pages of writing per semester, 1 exams, 2 papers, assignments, projects  
Grade: 15% mid-semester exam(s), 40% written reports/papers, 15% special projects, 15% class participation, 15% problem solving  
Exam format: essay

Hist 3461 Introduction to East Asia I: The Imperial Age  
(Sec 001); Credit will not be granted if credit has been received for: EAS 3461, EAS 3461; 3-4 cr; max crs 4, 1 repeat allowed; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom  
Instructor: Wang, Liping  
Description: This is a comprehensive introduction to East Asia (China, Japan, Korea, and Vietnam) from prehistoric times to the sixteenth century. It traces the evolution of major political and economic institutions as ways to understand basic structures of political authority and systems of resource distribution in these societies. It outlines major schools of East Asian philosophy and religions, such as Confucianism, Daoism, and Buddhism, and discusses their development and influence in each of the four countries. It analyzes some of the most important features of East Asian society, i.e., family structure and gender relationships in ideology as well as in practice. As part of the overview of East Asian society and culture, the course also introduces main modes of artistic expression through various kinds of visual materials as well as visit to museum. The course stresses the inter-connections within East Asia while highlighting the distinctive paths of historical changes in each of the four countries.  
Class time: 80% lecture, 20% Discussion  
Work load: 50 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 1 papers

Hist 3471 Modern Japan, Meiji to the Present (1868-2000)  
(Sec 001); Credit will not be granted if credit has been received for: EAS 3471; 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom  
Instructor: Mizuno, Hiromi  
Description: From the land of samurai to the only non-Western colonial power, from the severely destructed nation of WWII "war criminals" to the postwar miracle, Japan went through immense changes from the late nineteenth to the twentieth century. How did the Japanese leaders and people make these changes and why? How have the Japanese perceived their changing nation and dealt with consequences? How can we make sense of Japan's complicated past that made the nation the "Japan" we know today? This lecture-based course explores the intellectual, cultural, and political aspects of Japan's modernization, the Pacific War, and postwar development, using visual images from museums, cartoons, advertisement, and films as well as novels and popular music. An optional discussion section available.  
Class time: 90% lecture, 10% film viewing  
Work load: 100 pages of reading per week, ~20 pages of writing per semester, 2 papers  
Grade: 70% written reports/papers, 10% quizzes, 20% attendance  
Exam format: essay

Hist 3493 Islam: Religion and Culture  
(Sec 001); Credit will not be granted if credit has been received for: ARAB 3036, HUM 3036, RELA 3036, ARAB 3036, HUM 3036, RELA 3036, ARAB 3036, HUM 3036, RELA 3036, 3 cr; prereq Soph or jr or sr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom  
Instructor: Farah, Caesar Elie  
Description: The evolution of Islam in historical context; institutions that made for diversity and continuity; traditions, law and observances of the faith; sectarian movements; philosophical and theological trends; modern developments; reformist, revolutionary, and militant, Islamic revivalism movements, fundamentalism and militancy. Course limited to sophomores, juniors or seniors. Freshmen wishing to take this class must contact the instructor directly for permission.  
Class time: 65% lecture, 10% Discussion, 20%  
Work load: 25 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers  
Grade: 25% mid-semester exam(s), 35% final exam, 15% written reports/papers, 5% in-class presentations, 5% class participation, 15% attendance  
Exam format: Identification, short factual, analytical essays

Hist 3611 Medieval Cities of Europe: 500-1500  
(Sec 090); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom  
Instructor: STAFF  
Description: For anyone who has traveled to Western Europe, cities with a medieval past are everywhere. This course is designed to provide students with an understanding of European urban forms in the period 500-1500. The political, social, economic, legal, and cultural life of medieval towns, as well as their physical monuments and archeological remains, will be explored. The evolution of cities will be traced from the end of Rome through a nadir of urban civilization in the Early Middle Ages to the rebirth and flowering of cities in the High and Late Middle Ages. There are no prerequisites - this course is open to all with an interest in cities.  
Class time: 60% lecture, 40% Discussion  
Work load: 60-80 pages of reading per week, ~10 pages of writing per semester, 2 exams, 1 papers  
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers  
Exam format: Essay  
Course URL: http://www.cla.umn.edu/courses/hist3611

Hist 3614 Women in Medieval Europe  
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom  
Instructor: Karras, Ruth Mazo  
Description: This class will look at women's role in the family, politics, religion, work, and social movements in Europe from about 500-1500. We will look at how women are represented in various kinds of historical sources, including religious texts, art, literature, scientific studies, and law. We will discuss problems and opportunities in working with these different kinds of historical evidence. We will also discuss the meaning of "gender" and its role in history, and what the study of the Middle Ages can contribute to the field of women's history. When you complete this course you can expect improved skills in analysis of historical issues and evidence, and a better understanding of the role of women in past societies.  
Class time: 75% lecture, 25% Discussion

This information is accurate as of: 4/6/2005 at 11:38 AM
Hist 3727W History of the Holocaust
(Sec 001, 090): Credit will not be granted if credit has been received for: RELS 3521, JWST 3521, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W; 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Feinstein, Stephen
Description: The word "Holocaust" refers to the extermination of 6 million Jews and 500,000 Roma and Sinti (Gypsies) during the rule of National Socialism (NAZI) in Germany, this course will attempt to document and analyze this event and what it represents—in particular, the background, development and systematic extermination of European Jews by the Nazis. Not only were Jews affected by Nazi policy, but others labeled "undesirable" or "subhuman" were also exterminated in this process—gypsies, political and religious opponents, homosexuals. If one studies the history of the second World War, especially in a pre-college setting, one might come away believing that the extermination of the Jews was simply a footnote to history. Recent historical thought, however, has suggested that the very reason for the War might be directly linked to Hitler's plans for living space for the German people in the East, the extension of borders and the desire to kill Jews and Gypsies, who were non-European in origin, and to subvert all other inferiors. In this course, particular attention will be given to the phenomenon of anti-Semitism, in both its religious and secular forms, to the relationship between mass murder or genocide and the growth of bureaucracy and technology, and to the challenges posed by the Holocaust for religious and humanistic beliefs and values. The course uses cross-disciplinary approaches, as well as documents, films and usually a guest speaker (Holocaust survivor) as part of the class.
Class time: 90% lecture, 10% Discussion
Work load: 150-175 pages of reading per week, 10% class participation, 20% informal writing
Exam format: One essay (from a choice of three) and 5 identifications of terms (from a choice of 10)

Hist 3731 Citizens and the State in Modern France From the Revolution of 1789 to Post
(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Lorcin, Patricia M. E.
Description: The French revolution of 1789 was a turning point in European history; its legacy was global. Starting with this momentous event the course will trace the social, political and cultural history of France. It will examine why events in France had widespread repercussions and how France became an important player in the global context during the 19th and 20th centuries. Course material for discussion will include historical texts, novels, memoirs, slides and films. This course is intended for undergraduates at the sophomore level and above, and for majors and non-majors alike. Assignments will include both formal and informal writing assignments, along with a final examination. From the Instructor: How important is 19th & 20th century French imperialism? I think so, because its consequences have a special significance to present-day French identity and the way it negotiates its position in the global context. That is why I have focused on the French empire for my research, with special emphasis on issues of identity and race. My undergraduate and graduate courses reflect these preoccupations, starting with the expansionary impulses of the French revolution up to the post-colonial situation of France today. The thematic proponents of all my courses include gender, identity formation, race and memory.
Class time: 95% lecture, 5% Discussion
Work load: 60-100 pages of reading per week, 2 exams, 2 papers
Grade: 40% mid-semester exam(s), 40% written reports/papers, 20% class participation
Exam format: Essay exams

Hist 3866 Race, War, and Race Wars in American History
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Lindquist, Malinda A
Description: Race and war are powerful engines of change and both have fundamentally shaped how Americans think about themselves, their nation, and citizenship. From the Indian Wars, Mexican American Wars and Civil Wars to the World Wars, Cold Wars, Vietnam Wars, and the recent Iraq Wars, this course uses popular and marginal narratives (autobiography, history, literature, and film) to examine the complicated nexus between race and war. Examining these conflicts from the militaries', the citizen-soldiers', racial minorities', and war hawks' and doves' perspectives, will allow students to unravel the relationships between war, democracy, patriotism, exclusion, violence, rhetoric, masculinity, and citizenship. Wars have transformed our racial and social landscapes, however, the gendered and classed nature of both wartime experiences and military discourse will also receive considerable attention. All wars, however, are not waged by standing militaries. Racial violence, riots, and lynchings, that is, the race wars waged in rural, urban, and suburban America are also explored. The theme of war also invites a consideration of how the rhetoric of war (i.e. the War on Poverty, the Drug War, and the Border or Immigration Wars) has figured into racial politics and policy making. At the conclusion of this course, students will be familiar with how wars (foreign, domestic, and rhetorical) have transformed the racial geography of the nation and how race continues to inform contemporary debates.
Class time: 35% lecture, 35% Discussion, 30% watching and extensively discussing several war movies
Work load: 100-175 pages of reading per week, 12 pages of writing per semester, 2 exams, 2 papers, Students will also write a series of short film reviews.
Grade: 20% mid-semester exam(s), 30% final exam, 20% written reports/papers, 30% class participation
Exam format: Essay exams

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: How did American Indian nations navigate the turbulent nineteenth and twentieth centuries that brought a flood of intruders into
their homelands and remake themselves into the vibrant and richly diverse peoples that they are in the present? Beginning with the turmoil surrounding Indian Removal policy in the 1830s, and extending into the present-day struggles of Indian nations to control their own destinies, this course serves as an introduction to American Indian history from 1830 to the present. Touching on such themes such as cultural resistance and and political resurgence in the face of U.S. colonialism, we will focus on the interface between the development of Federal Indian policy and American Indian resistance to U.S. initiatives as a unifying theme, and we will also consider major shifts in the nature of American Indian sovereignty into the present. This course stresses the integrity and adaptability of American Indian societies, and the centrality of ever-emergent American Indian identity to the experiences of Indian people. Particular topics include: Indian Removal and the concept of Indian Territory; Sovereignty: What does it mean? Encounters, east and west; Reservation Life; Pan-Indianism; John Collier and the Indian New Deal; the Indian Claims Commission; Termination and Relocation; Self-Determination and Indian Activism. Readings are designed to complement course session, and include documents, a monograph, a novel, and compiled oral histories of Indian peoples.

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

**Exam format:** Essay

**Hist 3878 American West**
*(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom*

**Instructor:** Stone, Paul Clois

**Description:** History 3878, “The North American West Since 1845” combines cultural and social approaches to the study of the Trans-Mississippi West since the American annexation of the Republic of Texas. The course explores contexts of Western regionalism and identity in their relationships to nationality, nationalism and statehood. A major theme of the course is an examination of the processes by which western lands, including Alaska and Hawaii, which were once part of large international empires, became states in the American republic. Reading is relatively heavy but the course also relies on guest lectures, films and field trips and students have a wide degree of flexibility in choosing areas of particular interest in which they wish to work.

**Class time:** 60% lecture, 20% Discussion, 20% field trips, films, music
**Work load:** 100-150 pages of reading per week, 25 pages of writing per semester, 2 exams, 2 papers
**Grade:** 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% class participation

**Exam format:** maps, objectives, multiple choice, essays

**Hist 3930 Topics in Ancient History: Egypt of the Pharaohs**
*(Sec 090); 3 cr; max crs 15, 5 repeats allowed; meets DELM req of classroom*

**Instructor:** Evans, John Karl

**Description:** Egypt of the Pharaohs traces the history and culture of ancient Egypt from the prehistoric to the conquest of Egypt by the Persians in the late 6th century B.C. Particular emphasis is given to the Old and New Kingdom periods. The 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, analyzing, and writing your own original work of scholarship. It can be one of the most rewarding intellectual experiences of your time at the University of Minnesota. The senior paper consists of a 20-30 page paper based on original research in primary sources (sources like letters, diary entries, newspaper articles, interviews, government documents, etc., rather than scholarly articles or books). It can be on a topic of your choosing, but you are highly encouraged to discuss your paper topic with the instructor before the course begins. Refining the topic and even changing it often occurs during the course of the semester, but it is important to have some ideas before hand. This semester long course introduces students to the primary methods of historical research, analysis, and writing and guides students through the process of defining a topic, finding relevant secondary and primary sources, writing a research proposal, conducting the research, outlining and writing a first draft, and revising that draft to create a final paper.

**Hist 5051 Before Herodotus: History and Historiography of Mesopotamia and the Ancient Near East**
*(Sec 001); Credit will not be granted if credit has been received for: CLASS 5051, CLASS 5051, CNES 5051; 3 cr; A-F only; prereq: Prew's course work in ancient Near Eastern history recommended; meets DELM req of classroom*

**Instructor:** von Dassow, Eva

**Description:** This seminar focuses on sources and methods in ancient Near Eastern history. The course examines the historical traditions and historiographic texts of Mesopotamia and neighboring regions of the ancient Near East, and investigates how modern historians use these texts to construct knowledge of the ancient Near Eastern past. A secondary emphasis is on the relationship between indigenous Near Eastern historical traditions and the works of classical historians such as Herodotus. Students will read some of the most important primary sources for the history of the ancient Near

**Instructor:** Samaha, Joel B!!CLA Distinguished Tchg Awd!!

**Description:** (1) Intended for History honors majors in their junior year, the course is run as a seminar, with emphasis on preparation for writing a junior honors paper, required for graduation with honors in history. Sessions focus on the question, what is “good history”? (2) selection of research topic and available primary source available for the topic (3) submission of topic main points; (4) submission of 5 paragraph sample; (5) submission of rough draft; (6) 10 minute oral presentation of paper. (7) Submission of 20 page double-spaced paper on CD in a Microsoft Word for Windows file.

**Class time:** 70% Discussion, 30% presentation of research topics, sources, and content

**Work load:** 20-25 pages of writing per semester, 1 papers, oral presentation of research topic, sources, and content

**Grade:** 10% in-class presentations, 90% 20 page junior honors paper

**Exam format:** no exams

**Course URL:** http://www.soc.umn.edu/~samaha/
East, in translation, and practice applying historical methods in studying these sources. In order to develop critical understanding of modern histories of the ancient Near East, as well as to explore different methods and approaches to the study of the past, students will read secondary literature which engages in discussion of theoretical issues in the study of ancient history. The term ancient Near East encompasses the lands of Southwest Asia and Northeast Africa from the Neolithic until the Roman Empire, too large an area and too long a span of time to cover within the framework of a 15-week seminar. Hence the course will focus on Mesopotamia during the third through first millennia BCE. However, students will be encouraged to study, and write papers about, ancient Israelite, Egyptian, Iranian, and Anatolian sources as well as Mesopotamian ones.

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

**Work load:** 75-100 pages of reading per week, 35-40 pages of writing per semester, 7 papers

**Grade:** 80% written reports/papers, 5% in-class presentations, 15% class participation

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**Hist 5877 Asian American History**

(Sec 001); 3 cr; A-F only; meets DELM req of classroom

**Instructor:** Lee, Erika

**Description:** This pro-seminar will introduce students to the key issues, theoretical frameworks, research, and methodology of Asian American history. We will examine seminal texts that defined the field as well as the most recent scholarship that has contributed to the re-conceptualization of the Asian American past and present. We will consider Asian American history from comparative and transnational frameworks, asking, for example, how the field relates to Ethnic Studies and immigration history, as well as to Asian history and the history of the Americas. Course reading will include monographs and articles, with approximately 250 pages of reading a week. Guest visits from faculty authors in the U of M's Asian American Studies Program will also be part of the course design. This course is designed for graduate students from varying disciplines. Undergraduates will be required to receive the instructor's permission to enroll in the course. Students will be required to write weekly response papers, facilitate class discussion, write one book review or lesson plan, and write one final paper (either a 15-20 page historiographical essay or a 25-30 page research paper).

**Class time:** 100% Discussion

**Work load:** 250-300 pages of reading per week, 50-60 pages of writing per semester, 16 papers

**Grade:** 60% written reports/papers, 40% class participation

**Exam format:** papers

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**Hist 5901 Latin America Proseminar: Colonial**

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

**Instructor:** Chambers, Sarah C

**Description:** This pro-seminar for graduate students will focus on the historiography of Colonial Latin America. The class will be entirely discussion of readings, and students will take a turn leading discussion. Possible topics to be covered include: pre-columbian societies, the conquest, religion, gender, the economy, and independence movements. Students will have a choice of writing four short reaction papers, or one short paper and a longer review paper. The grading will be based upon 60% written work and 40% class participation. The course will not be web enhanced, but will likely have a listserver for discussion.

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**Hist 5960 Topics in History: American Institutions in Historical Perspective**

(Sec 005); 3 cr; max crs 16, 5 repeats allowed; prereq Grad or [advanced undergrad with instr consent]; meets DELM req of classroom

**Instructor:** Stone, Paul Clois

**Description:** The course studies the institutions that have shaped the American experience since the 17th century. Churches, courts, colleges and universities, legislative bodies, unions and businesses are studied using readings, research trips and films. The principal text is Louis Menand's THE METAPHYSICAL CLUB, and the rise of pragmatism in the middle of the 19th century is the course's central theme. We also examine the concept of self as advanced by historian Jonathan Block and philosopher Charles Taylor. Finally, the course examines the 20th century as a time of supposed "ideal" institutions and policies.

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

**Work load:** 150 pages of reading per week, 30 pages of writing per semester, 1 exams, 3 papers

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

**Exam format:** multiple choice, short answers, essays

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**History of Science and Technology**

381 Physics: 612/624-7069

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**HSci 1714 Technology and Western Civilization: To the Industrial Revolution**

(Sec 001); Credit will not be granted if credit has been received for: HSCI 3714; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

**Instructor:** Thomas, Mary Margaret

**Description:** Technology is an enormous force in our society, and this course asks how it became so important. We explore the historical background, development, and character of the most powerful technological systems the world has known, from 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:** 55% lecture, 35% Discussion, 10%

**Work load:** 10-20 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 papers

**Grade:** 30% midterm exam(s), 30% final exam, 15% written reports/papers, 15% Discussion Sections; 10% Small groups

**Exam format:** Combination of short answer and essay

**Course URL:** http://www.me.umn.edu/courses/hsci1714/

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**HSci 1814 Introduction to History of Science: Ancient Science to the Scientific Revol**

(Sec 001); Credit will not be granted if credit has been received for: HSCI 3814; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

**Instructor:** Shapiro, Alan E

**Description:** This first semester of a two-semester course intended for undergraduates is devoted to science from antiquity through the Scientific Revolution. The development of the various sciences (for example, physics, astronomy, and biology) and the changing nature of science itself are placed in their cultural context, especially in relation to philosophy, religion, and social structures. The first part of the course covers Babylonian, Egyptian, and Greek science with a brief transition on the middle ages, and the second part the development of modern science in the Scientific Revolution, 1500-1725. Euclid, Aristotle, Galileo, and Newton are among the scientists studied. In addition to the mid-term and final exams, students are assigned two take-home essay questions (3 to 5 pages long) ten days before they are due. These essays serve to synthesize the material covered in class and readings and do not require additional research or reading. Students are also required either to write a paper (7 to 10 pages) on a topic of their choice or to carry out a project such as researching an old 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:** 55% lecture, 35% Discussion, 10%

**Work load:** 10-20 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 papers

**Grade:** 30% midterm exam(s), 30% final exam, 15% written reports/papers, 15% Discussion Sections; 10% Small groups

**Exam format:** Combination of short answer and essay

**Course URL:** http://www.me.umn.edu/courses/hsci1814/
We pursue our own set of questions and developed unique methods to reconnect the study of genetics, development and evolution. Finally, we'll examine the recent history of molecular biology and the attempts to develop historical perspective. Several historical simulations foster interaction between the historical and the cultural context. During the first world war, the impact upon science of the Civil War, World War I and II, and the rise to eminence of American science in the 20th Century.

Class time: 66% lecture, 33% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 paper
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation
Exam format: Essay

Course URL: http://www.umn.edu/~alich001/1815

HSci 1815 Introduction to History of Science: Modern Science
(Sec 001); Credit will not be granted if credit has been received for: HSCI 3815; 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 studies to explore the origins of science as practiced and understood in our culture today. We discuss the historical roots of methods, ideas and institutions; how science has been shaped by cultural contexts and individuals; and how the public role of science developed. We aim to develop critical thinking skills, not merely knowledge of content. We focus especially on understanding science, the nature of science and its cultural role, as well as developing historical perspective. Several historical simulations foster appreciation of historical context. Preview at: http://my.pccink.com/~alchin/1815/hub.htm
Class time: 30% lecture, 40% Discussion, 30% interactive lecture/discussion
Work load: 20 pages of reading per week, 16 pages of writing per semester, 4 papers, 1 website for options
Grade: 0% see website for options
Course URL: http://www.tc.umn.edu/~alich001/1815

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 - Fascinated by things you have heard about Einstein's theory of relativity but always thought it would be too hard to understand? In this class we tackle such things as time dilation, the twin paradox, \(E=mc^2\), and curve space-time, using no more than some basic high school algebra and geometry. Once we understand the basics of the theory, we turn to such questions as: what led Einstein to his new ideas about space and time? how were these ideas received by his contemporaries? Time permitting, we will also examine Einstein's contributions to quantum theory. In addition, we take a look at his personal life. There will be some short homework assignments over the course of the semester and students will be asked to write dialogue for a screenplay co-authored by the instructor about Einstein's tumultuous life during the first world war. During the last session of the class the students are expected to perform the scenes they have written.

HSci 3211 Biology and Culture in the 19th and 20th Centuries
(Sec 001); Credit will not be granted if credit has been received for: HSCI 5211, HSCI 5211; 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Borrello, Mark E
Description: The purpose of this course is to explore the development of the biological sciences from the 19th century naturalist tradition to the experimental, quantitative science of the 20th century. The course will focus on the areas of evolutionary biology, genetics, molecular biology and behavioral biology among others. From the outset, all of the varied branches of biology interacted in complex ways, yet each pursued its own set of questions and developed unique methods to investigate them. Through the examination of some of the key figures and advancements in biology we will develop a clearer understanding of the process of science. We will also pay close attention to the dynamic relationship between the science and the historical and cultural context within which they developed. The course will be divided into three sections. In the first section we will look at the naturalist tradition as represented in the work of Charles Darwin and A.R. Wallace and the early work in embryology and developmental biology. In the second section we'll look at the development of genetics and its relation to evolutionary theory; and attempt to understand the complicated relationship between genetics and eugenics. Finally, we'll examine the recent history of molecular biology and the attempts to reconnect the study of genetics, development and evolution. This course provides an opportunity for the investigation of into the connections between biology and the broader cultural, economic and political contexts.
Class time: 50% lecture, 50% Discussion
Work load: 50-100 pages of reading per week, Three short essays (4-6 pages) and a final exam plus a series of quizzes. Students will be required to lead class discussions at least once in the course of the semester, and participate in discussion every day.

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: Seidel, Bob
Description: The origins and development of American science will be analyzed in terms of the opportunities and challenges provided by exploration, economic development, war and peace. Specifically, we will examine the colonial roots, early national development, the impact upon science of the Civil War, World War I and II, and the rise to eminence of American Science in the 20th Century.
Class time: 66% lecture, 33% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 paper
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation
Exam format: Essay

Course URL: http:// www.umn.edu/scitech/HSCI 3333V

HSci 3333V Honors Course: Issues in Twentieth Century American Science and Technology
(Sec 001); 3 cr; 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; meets HON req of Honors
Instructor: Kohlistedt, Sally Gregory
Description: Science and technology were defining elements in twentieth-century American life in the United States and indeed in much of the world. Using case studies involving such topics as eugenics as well as comparative studies of technology in the Soviet Union and the United States in the 1930s, and an analysis of post-war attitudes toward other sciences, we will explore some of the ways in which science has influenced American culture and the reciprocal kinds of expectations that have pushed forward and also reacted against some aspects of science and technology. Most units of the course will have on-line assignments, short readings, film and slide presentations and one-page response papers. These will be a midterm and final examination. The class members will meet together for lectures, films, and similar activities, with one smaller discussion group meeting at the end of each week. Evaluation will take into consideration class and group participation, written assignments, and the examinations.
Class time: 57% lecture, 33% Discussion, 10% small group discussions
Work load: 50-100 pages of reading per week, 2 exams, various writing assignments including one-page response papers, microtheaters, ethics research paper (maximum 8 pages)
Exam format: essay and short answer
Course URL: http:// www.umn.edu/scitech/HSCI 3333V

HSci 3714 Technology and Western Civilization: To the Industrial Revolution
(Sec 001); Credit will not be granted if credit has been received for: HSCI 1714, HSCI 3714, HSCI 1714, HSCI 3714, HSCI 1714; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

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HSci 3814 Introduction to History of Science: Ancient Science to the Scientific Revol

Description: This first semester of a two-semester course intended for undergraduates is devoted to science from antiquity through the Scientific Revolution. The development of the various sciences (for example, physics, astronomy, and biology) and the changing nature of science itself are placed in their cultural context, especially in relation to philosophy, religion, and social structures. The first part of the course covers Babylonian, Egyptian, and Greek science with a brief transition on the middle ages, and the second part the development of modern science in the Scientific Revolution, 1500-1725. Euclid, Aristotle, Galileo, and Newton are among the scientists studied. In addition to the mid-term and final exams, students are assigned two take-home essay questions (3 to 5 pages long) ten days before they are due. These essays serve to synthesize the material covered in class and readings and do not require additional research or reading. Students are also required either to write a paper (7 to 10 pages) on a topic of their choice or to carry out a project such as repeating an old experiment or making a scientific instrument.

Class time: 55% lecture, 35% Discussion, 10% films
Work load: 10-30 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 paper
Grade: 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 10% Discussion Sections, 10% Small Groups
Exam format: Combination of short answer and essay
Course URL: http://www.me.umn.edu/courses/hsci1714/

HSci 3815 Introduction to History of Science: Modern Science

Description: We use case studies to explore the origins of science as practiced and understood in our culture today. We discuss the historical roots of methods, ideas and institutions; how science has been shaped by cultural contexts and individuals; and how the public role of science developed. We aim to develop critical thinking skills, not merely knowledge of content. We focus especially on understanding science, the nature of science and its cultural role, as well as the historical context within which they developed. The course will be divided into three sections. In the first section we will look at the development of science and its role in society; the second section at the role of science in politics; and the third section at the role of science in culture.

Class time: 50% lecture, 50% Discussion
Work load: 50-100 pages of reading per week, Three short essays (4-6 pages) and a final exam plus a series of quizzes. Students will be required to lead class discussions at least once in the course of the semester, and participate in discussion every day.

HSci 5332 Science and American Culture

Description: The origins and development of American science will be analyzed in terms of the opportunities and challenges provided by exploration, economic development, war and peace. Specifically, we will examine the colonial roots, early national development, the impact upon science of the Civil War, World War I and II, and the rise to pre-eminence of American Science in the 20th Century.

Class time: 66% lecture, 33% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 paper
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation
Exam format: Essay

HSci 5993 Directed Studies

Description: Guided individual reading or study.

HSci 5994 Directed Research

Description: Student may contact instructor or department for information.
Hmng 1011 Beginning Hmong
(Sec 050); Credit will not be granted if credit has been received for: HMNG 3022, HMNG 4001; 5 cr; meets DELM req of classroom
Instructor: LeYang, Maxwell
Description: Beginning Hmong 1011 is a course that teaches Hmong to true beginners (native speakers and non-native speakers). Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course offers on Monday and Wednesday. The contents of Beginning Hmong 1011 include an exposure to the primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will familiarize students with Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to be able to converse in simple Hmong dialogues and compose simple paragraphs. Required Texts: The text for the course is Phau Xyaum Nyeem Ntawv Hmong Dawb. There will also be supplemental materials provided by the instructor. You can find the text at Paradigm.

Class time: 50% lecture, 10% Closed Circuit TV, 20% Discussion, 20% class and project activities
Work load: 2 pages of reading per week, 5 pages of writing per semester, 7 exams, 1 papers
Grade: 30% final exam, 30% quizzes, 10% in-class presentations, 10% class participation, 10% problem solving, 10% Project
Exam format: multiple choice, short answers, true/false

Hmng 1015 Accelerated Beginning Hmong
(Sec 050); 5 cr; prereq Ability in basic spoken Hmong; meets DELM req of classroom
Instructor: STAFF
Description: This course is designed for students who have ability in basic spoken Hmong and want to increase their oral skills and develop reading and writing skills. The course will include a review of proper pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to be able to converse in simple Hmong dialogues and compose simple paragraphs. Required Texts: The text for the course is Phau Xyaum Nyeem Ntawv Hmong Dawb. There will also be supplemental materials provided by the instructor. You can find the text at Paradigm.

Class time: 50% lecture, 10% Closed Circuit TV, 20% Discussion, 20% class and project activities
Work load: 2 pages of reading per week, 5 pages of writing per semester, 7 exams, 1 papers
Grade: 30% final exam, 30% quizzes, 10% in-class presentations, 10% class participation, 10% problem solving, 10% Project
Exam format: multiple choice, short answers, true/false

Hmng 4001 Beginning Hmong
(Sec 050); Credit will not be granted if credit has been received for: HMNG 1011, HMNG 3022; 3 cr; prereq passing score on GPT in another language or grad student; meets DELM req of classroom
Instructor: LeYang, Maxwell
Description: Beginning Hmong 4001 is a course that teaches Hmong to true beginners (native speakers and non-native speakers). Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course offers on Monday and Wednesday. The contents of Beginning Hmong 4001 include an exposure to the primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will familiarize students with Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to be able to converse in simple Hmong dialogues and compose simple paragraphs. Required Texts: The text for the course is Phau Xyaum Nyeem Ntawv Hmong Dawb. There will also be supplemental materials provided by the instructor. You can find the text at Paradigm.

Class time: 50% lecture, 10% Closed Circuit TV, 20% Discussion, 20% class and project activities
Work load: 2 pages of reading per week, 5 pages of writing per semester, 7 exams, 1 papers
Grade: 30% final exam, 30% quizzes, 10% in-class presentations, 10% class participation, 10% problem solving, 10% Project
Exam format: multiple choice, short answers, true/false

Hsem 2010H Honors Seminar: The Psychology of Paranormal Experience
(Sec 001); 3 cr; max hrs 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: Fletcher, Charles R
Description: Research has shown that most Americans hold one or more supernatural, paranormal or pseudoscientific beliefs. These include beliefs in mind reading, fortune telling, psychokinesis, remote viewing, therapeutic touch, out-of-body experiences, alien abduction and cryptozoology. This course has two goals. The first is to introduce students to critical thinking and behavioral research methods. The second goal is to evaluate the evidence for a variety of supernatural, paranormal and pseudoscientific claims. Students will design and carry out their own experimental tests of these claims.

Hsem 2020H Honors Seminar: Percussion Traditions in the World
(Sec 001); 3 cr; max hrs 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: Meza, Fernando A
Description: The course Percussion Traditions of the World will consist of a survey of many of the world's cultures and their particular approaches to music-making through the various kinds of percussion instruments available to them. In some cases, and because of the wealth of musical cultures represented right here in the Twin Cities, this course will take the form of a "hand-on" experience by attending concerts, recitals, lectures, or actually performing on the instruments. Classes will be presented in two formats: Lecture/discussion, where much of the material used will be derived from audio and video recording of field work by different ethnomusicologists, as well as commercial material available; and "hands-on" experience, where the students will be exposed to the various instruments and cultures being studied. Some of the topics to be covered include music-making techniques of playing the instruments, social characteristics of the music, performers, instrument builders, and influences of traditional music in the commercial marketplace. Although many cultures will be explored including those from Cuba, Haiti, Brazil, Japan, India, Bali, Java, Mexico, Guatemala, Costa Rica, Venezuela, Bolivia, and Africa, among others, this course is not intended to be as in-depth study of any particular culture, but rather as an introduction to the diverse musical environments of the world through a study percussion traditions.

Hsem 2050H Honors Seminar: Music, Race, & Class in the US
(Sec 001); 3 cr; max hrs 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: Raheja, Gloria Goodwin
Description: This course focuses on the question of how racial categorizations have shaped perceptions of popular music in the United States, and how perceptions of this music have contributed to the construction of racial boundaries in American culture. One of the organizing ideas of the class is that, as these racial categorizations were rendered as "normal" and taken-for-granted, class issues were simultaneously rendered in ambiguous ways, sometimes foregrounded in the music itself, and sometimes problematically erased in popular and scholarly representations. The purpose of this course is three-fold: to develop a critical perspective on issues of race and class in the U.S., to begin to develop an anthropological perspective on music and popular culture, and finally, to enhance our appreciation of popular music.
music by learning to listen to it while questioning the cultural categories through which our hearing of it may be limited and constrained. We want to ask how our experience of music is mediated by genre, gender, class, and racial categories, by dichotomies such as rural/urban, folk culture/popular culture, black/white; by problematic notions of "authenticity" by cultural conflicts about what matters in musical history; and by histories of commodification in the production and distribution of recorded music.

HSem 2060H Honors Seminar: Republic & Empire: Venetian Empire, 1200-1600 (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: Venice was the longest-lasting republic known to the historical record (ca. 600 - 1797), and it was also the first distinctively European empire, with significant possessions in the Greek-speaking (and Orthodox) Eastern Mediterranean (1200 - 1720). How did Venice's patrician statesmen preserve their dominion over the centuries? And what was it like to live under the rule of the state that called itself the Republic of San Marco? Students will address these questions first in common reading assignments, then in a 10 to 15 page paper.

HSem 2070H Honors Seminar: Cultures of the Italian Renaissance (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: Watkins, John

Description: This course examines the rise and development of Renaissance culture in three central Italian city-states: Florence, Rome, and Venice. We examine connections between artistic production and other aspects of civic culture: government, warfare, economic life, religion, education and gender. The first section of the course will treat the writers, artists, and thinkers who first transformed Florence into the cradle of the Renaissance, with particular emphasis on the humanist philosopher Pico della Mirandola, the love-poet Francesco Petrarach, the notoriously controversial political theorist Machiavelli, and several Florentine painters. The next section will turn to Tasso's extraordinary Counter-Reformation epic, Jerusalem Delivered, to consider how political and religious forces associated with the Roman Counter-Reformation challenged the Renaissance emphasis on the secular state. Finally, we will conclude with Venice's heroic—and sometime even flamboyant—assertion of Renaissance values in the political theory of Paolo Sarpi, the poetry of court poets Gaspra Stampa and Veronica Franco, and the musical theater of Francesco Busenello and Claudio Monteverdi. There will be two papers (the first to be revised) of five pages analyzing one text, painting, or spectacle of the period. This is a writing intensive course with considerable time devoted to protocols for researching a topic, defining and refining a thesis, writing, and revision.

HSem 2090H Honors Seminar: Gender & Impersonation in Japanese Arts (Sec 001; 3 cr; max crs 9, 3 repeats allowed; A-F only; meets DELM req of classroom; meets HON req of Honors)

Instructor: Morinaga, Maki

Description: Gender impersonation prevails in Japanese theater and literature, and this course aims to contemplate gender in this cultural context. Importantly, our ultimate goal of this course lies not merely in basic information of specific examples, but rather in a survey of Japanese culture. We will also gain an applicable working paradigm in which we can further explore the topic of gender. Accordingly, this course has two interlocking aims. First, it provides an understanding of gender impersonation in the context of Japanese literature and theater. Second, we will be engaged in a theoretical inquiry into "gender" and "gender impersonation:" what differences and similarities are to be found in these two concepts? No previous knowledge of Japanese studies or gender studies is required. Audio-visual materials will be used whenever available and appropriate.

HSem 3010H Honors Seminar: Images of Youth (Sec 001; 2 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Fr or sr], honors; meets DELM req of classroom; meets HON req of Honors)

Instructor: Baizerman, Michael Leon III

Description: Mike Baizerman is a professor in the School of Social Work. He received his Ph.D. from the University of Pittsburg. His scholarly interests include: adolescent and youth studies, youth public policy and cultural models of youth development. This course focuses on the omnipresent images of youth-teens, young people and adolescents in the media, and the explicit and latent use of these for understanding, explaining and acting towards young people as a population, as well as individual young persons. Historical and contemporary, United States and international images and portraits of race/ethnicity, social class, sexual orientation, etc. will be examined. These will serve to interrogate the very notion "youth" and, beyond this, the very idea of age as such, as a sociocultural, political, economic, etc. category. Perspectives taken in analysis will be the broad scholarship in youth studies and related fields, youth policy and youth services.

HSem 3020H Honors Seminar: Understanding Migration: Discovery Through Local E (Sec 001; 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Fr or sr], honors; meets DELM req of classroom; meets HON req of Honors)

Instructor: Boyle, Elizabeth Heger

Description: In recent years, Minnesota and the Twin Cities have become increasingly popular destinations for immigrants. In some ways, the experiences of these local migrants are quite unique; in other ways, they are very similar to those of migrants all over the country and even around the world. In this course, students will learn more about the context of local migration by applying well-developed theories to the local experience. They will then work on modifying these well-developed theories to deal with the new information and trends that we observe locally. In this course, we will focus on east African, Hmong, and Latino(a) migrants; other migrant groups may also be discussed, depending on student interest and knowledge. The course will allow students to develop a strong intellectual understanding of migration and will also involve direct engagement with local migrants and migrants' groups.

HSem 3030H Honors Seminar: The University: Corporate vs Democratic Models (Sec 001; 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or sr], honors; meets DELM req of classroom; meets HON req of Honors)

Instructor: Ferguson, Roderick A

Description: This course interrogates the status of the university as a site of intellectual inquiry and critique within the moment in which the university attempts to fashion itself as a corporation. In doing so, the university attempts to exhibit the presumed efficiency, output, and "excellence" and "standards" by locating its inquiry within student protest and social movements of the sixties and early seventies. This course evokes the histories of those student interventions as a way to summon another account of our contemporary predicament, an account in which we might understand how the university's current instantiation as corporation is part of past, present and future struggles around race, gender, sexuality, and class.

HSem 3040H Honors Seminar: Eating Disorders (Sec 001; 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Fr or sr], honors; meets DELM req of classroom; meets HON req of Honors)

Instructor: Leon, Gloria R

Description: This seminar will examine the research and clinical literature on the various types of eating disorders, covering the topics of anorexia nervosa, bulimia nervosa, binge eating disorder, and subclinical forms of these disorders. Subject matter will include etiology, risk factors for the later development of eating disorders, differential diagnosis, and treatment options.
diagnosis, and treatment outcome. The focus is on obtaining a greater understanding of the psychopathology and course of various forms of eating disorders, with a lesser evaluation of treatment techniques and long- and short-term outcome. Each student will do at least one seminar presentation over the course of the semester. There will be mid-semester and final examinations.

Hort 3060H Honors Seminar: Politics of Manhood in US History (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: Murphy, Kevin

Description: This seminar explores the political meanings attached to the concept of manhood over the history of the United States. Students will read recent scholarship on manhood and political culture. They will also examine and interpret primary sources, ranging from political documents associated with the "founding father" to Hollywood features produced during the Cold War, in an effort to understand how concepts of manhood have animated political discourse, rhetoric, and practices. This course will also investigate the ways in which ideologies of manhood have influenced shifting definitions of American national identity and character and will examine the role of manhood in political struggles over race. Class assignments include a final research paper that draws on primary sources and a reflective essay that interprets and historicizes gendered rhetoric and imagery in contemporary politics.

Hort 1013 Floral Design (Sec 001): 2 cr; max crs 3, 1 repeat allowed; meets DELM req of classroom

Instructor: Anderson, Neil Owen

Description: Floral design is a course to educate students in the creation of professional floral designs to enhance the human experience in a variety of occasions. Floral design is a prime example of a horticulture discipline which encompasses a wide range of subjects across the educational spectrum, such as physics, mechanical engineering, art, history, horticulture, landscape architecture, architecture, liberal arts, music, business, human ecology, food science, biotechnology, botany, ecology, medicine, and mortuary science. Flowers have historically been used to express emotions; we will examine the historic uses of flowers in various civilizations for celebrating human life and death, as well as how these uses influence our current floral design spectrum. Additional features of flowers, such as fragrance, will demonstrate the sensory value of their use. Students from a diverse array of majors, professional interests, and rank across the university (undergraduate, continuing education, MAST, Master of Agriculture, graduate, Regent's Scholars) enroll in Floral Design each year. Environmental Horticulture undergraduate students may enroll in this class to fulfill a Hort elective. The class is designed to allow your creative and artistic talents blossom as you learn to about the artistic use of flowers. It may be a welcome stress-reliever in your busy schedules. Additionally, depending on your professional background, this course will aid in enhancing your career in any field.

Class time: 18% lecture, 15% Discussion, 67% Laboratory

Work load: 20-40 pages of reading per week, 35 pages of writing per semester, 3 exams, Workbook questions and journal entries

Grade: 40% mid-semester exam(s), 10% written reports/papers, 5% quizzes, 45% lab work

Exam format: T/F, essay, observational

Course URL: http://webct.umn.edu/
Hort 4021 Landscape Design and Implementation I (Sec 003); 4 cr; prereq 1001, 1011, 1012; meets DELM req of classroom
Instructor: Weisenhorn, Julie Edith
Description: This course is designed for environmental horticulture majors with specialization in turfgrass, nursery or landscape as well as those students enrolled in individualized programs and University College. Students enrolled in landscape architecture, urban and community forestry, and environmental studies will find it an excellent elective. Course content is based on a philosophy of sustainable landscape theory and practice. This approach stresses sustainability as it relates to all phases of landscape development which includes design, implementation, and management. Students will participate in a lecture format that also includes discussion, presentation, and case study. Laboratories will utilize the Department of Horticultural Science Display and Trial Garden and Landscape Design Studio, the St. Paul and Minneapolis campus grounds and commercial and residential sites. Students will be challenged to develop design solutions for a variety of sites.
Class time: 40% lecture, 20% Discussion, 40% Laboratory
Work load: 20 pages of reading per week, 6-7 design problems, quizzes and postings
Grade: 10% quizzes, 90% design problems
Exam format: multiple choice and essay
Course URL: http://www.sustland.umn.edu

Hort 4021 Turfgrass Management (Sec 001); 3 cr; A-F only; prereq 1001, Soil 2125; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Watkins, Eric
Description: This course will focus on the basics of turfgrass management. Students will learn the basic principles of turfgrass growth and development, establishment, fertilization, mowing, cultivation, and irrigation. Students will also be trained in turfgrass species identification and common turfgrass management calculations.
Class time: 50% lecture, 50% Laboratory
Work load: 20 pages of reading per week, 30 pages of writing per semester, 3 exams, 1 papers
Grade: 20% mid-semester exam(s), 15% final exam, 25% written reports/papers, 10% special projects, 10% quizzes, 5% in-class presentations, 5% class participation, 10% lab work
Exam format: short answer, essay

Hort 4071 Applications of Biotechnology to Plant Improvement (Sec 001); 4 cr; prereq [Bio1 1009 or equiv or grad student], instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
Instructor: Smith, Alan G
Description: This course is an introduction to the fundamentals of plant genetics and biotechnology. Class time includes lectures, labs and discussion. Lectures introduce material for understanding the application of genetics and biotechnology for the production and improvement of plants for human use. Labs are hands-on exercises in crossing plants, analysis of phenotypes and segregation data, the use of plant tissue culture for propagation and gene introduction, gel electrophoresis of DNA and protein, molecular cloning, and the use of genetically modified crops. The discussion portion of the class focuses on the principles of citizenship and ethics and developing skills in these areas to make informed decisions.
Class time: 34% lecture, 33% Discussion, 33% Laboratory
Work load: 5-10 pages of reading per week, 10 pages of writing per semester, 2 exams, 5 papers, Written lab reports
Grade: 10% mid-semester exam(s), 20% final exam, 20% written reports/papers, 15% quizzes, 35% lab work
Exam format: Short answer and essay

Hort 4061W Turfgrass Management (Sec 001); 3 cr; prereq 1001, Soil 2125; meets CLE req of classroom
Instructor: Watkins, Eric
Description: This course will focus on the basics of turfgrass management. Students will learn the basic principles of turfgrass growth and development, establishment, fertilization, mowing, cultivation, and irrigation. Students will also be trained in turfgrass species identification and common turfgrass management calculations.
Class time: 50% lecture, 50% Laboratory
Work load: 20 pages of reading per week, 30 pages of writing per semester, 3 exams, 1 papers
Grade: 20% mid-semester exam(s), 15% final exam, 25% written reports/papers, 10% special projects, 10% quizzes, 5% in-class presentations, 5% class participation, 10% lab work
Exam format: short answer, essay

Hort 4021 Applications of Biotechnology to Plant Improvement (Sec 001); 4 cr; prereq [Bio1 1009 or equiv or grad student], instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
Instructor: Smith, Alan G
Description: This course is an introduction to the fundamentals of plant genetics and biotechnology. Class time includes lectures, labs and discussion. Lectures introduce material for understanding the application of genetics and biotechnology for the production and improvement of plants for human use. Labs are hands-on exercises in crossing plants, analysis of phenotypes and segregation data, the use of plant tissue culture for propagation and gene introduction, gel electrophoresis of DNA and protein, molecular cloning, and the use of genetically modified crops. The discussion portion of the class focuses on the principles of citizenship and ethics and developing skills in these areas to make informed decisions.
Class time: 34% lecture, 33% Discussion, 33% Laboratory
Work load: 5-10 pages of reading per week, 10 pages of writing per semester, 2 exams, 5 papers, Written lab reports
Grade: 10% mid-semester exam(s), 20% final exam, 20% written reports/papers, 15% quizzes, 35% lab work
Exam format: Short answer and essay

Hort 4072 Growing Plants Organically: What It Means To Be Green (Sec 001); 3 cr; prereq 1001 or Biol 2022 or PBio 3XXX or equiv, jr or sr or instr consent; meets DELM req of classroom
Instructor: STAFF
Class time: 30% lecture, 30% Discussion, 40% 30% student presentations; 10% Video tape
Work load: 10 pages of reading per week, 15 pages of writing per semester, 1 papers
Grade: 25% written reports/papers, 25% special projects, 20% in-class presentations, 30% lab work
Course URL: http://webct

Hort 4096 Professional Experience Program: Internship (Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; S-N only; prereq COAFES undergrad, instr consent, complete internship contract available in COAFES Career Services before enrolling; UC only; 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, 002); 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 becoming of increasing importance within the green industry, including sustainable (low input, organic) methods and prairie, woodland, and wetland maintenance practices will also be covered.
Class time: 20% lecture, 10% Discussion, 70% Laboratory
Work load: 10 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers
Grade: 10% mid-semester exam(s), 15% final exam, 30% written reports/papers, 35% special projects, 10% class participation
Exam format: True/false, multiple choice, matching, and short answer.

Hort 5018 Landscape Operations and Management (Sec 001, 002); 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 becoming of increasing importance within the green industry, including sustainable (low input, organic) methods and prairie, woodland, and wetland maintenance practices will also be covered.
Class time: 20% lecture, 10% Discussion, 70% Laboratory
Work load: 10 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers
Grade: 10% mid-semester exam(s), 15% final exam, 30% written reports/papers, 35% special projects, 10% class participation
Exam format: True/false, multiple choice, matching, and short answer.

This information is accurate as of: 4/6/2005 at 11:38 AM
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 becoming of increasing importance within the green industry, including sustainable (low input, organic) methods and prairie, woodland, and wetland maintenance practices will also be covered.

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

**Work load:** 10 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers

**Grade:** 10% mid-semester exam(s), 15% final exam, 30% written reports/papers, 35% special projects, 10% class participation

**Exam format:** True/false, multiple choice, matching, and short answer.

### Hort 5041W Nursery Management

**Description:** This course is intended for upper level students interested in pursuing a career in nursery management. Emphasis is placed on the ability of students to think through practical nursery problems. Lecture topics include propagation, culture, and growing methods used to produce nursery crops. This course incorporates practical lab work in a nursery setting as well as discussions of modern nursery problems and practices. Field trips are required.

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

**Work load:** 25 pages of reading per week, 25 pages of writing per semester, 2 exams, 4 papers, one discussion and one lab per week.

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

**Exam format:** 70% essay, 30% multiple choice

**Course URL:** [http://www.hort.agri.umn.edu/woody/tre.htm](http://www.hort.agri.umn.edu/woody/tre.htm)

### Hort 5071 Restoration and Reclamation Ecology

**Description:** Ecological and physiological concepts are explored as a basis for regenerating grasslands, wetlands, forests and other landscapes. The extent to which restorations have succeeded or failed is often a reflection of the state of our understanding of ecological processes. Half of the course introduces students to the ecological and physiological concepts relevant to land restoration and reclamation. Readings from the primary literature are used to illustrate how restoration and reclamation efforts apply an ecological and/or physiological concept. Students discuss the extent to which land restoration and reclamation. Readings from the primary literature are used to illustrate how restoration and reclamation efforts apply an ecological and/or physiological concept. Students discuss the extent to which land restoration has depended on scientific predictions vs. trial and error to develop practical cultural practices. The other half of the course provides students with an in-depth view of the restoration of specific kinds of ecological communities. For each ecosystem, students are provided with information on the history of restoration, the impetus for restorations (cultural, political), and the range of restoration practices and desired outcomes, and major limitations to success. Field visits are scheduled for the second half of the course.

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

**Work load:** 40 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 paper

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

**Exam format:** MC and essay

**Hort 5090 Directed Studies**

**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.

**Course URL:** [http://www.hort.agri.umn.edu/woody/tre.htm](http://www.hort.agri.umn.edu/woody/tre.htm)

**HE 1200H First-Year Honors Colloquium**

**Description:** How we generate new ideas is a critical skill in any field. It is a skill that an be employed on a small project or on a large project, but it must be developed and practiced. This course presents classic and new techniques known in the design field through student activities, research, papers, projects, and exams. The use and mastery of creativity is the goal for this class and this semester. Assignments, lecture, discussions, and projects all will focus on this development of creative skills. This is the class that is the center of student activities at the University; it is the one course that deals most directly with creativity and creation. The nature of a student's university experience, particularly as a freshman, is a unique and different cognitive experience. We ask them to think logically, to have critical thinking skills, to explore ideas and to combine, integrate, and re-invent the way they think. No longer is a paper a reiteration of the same materials, Independent thought acceptable: new ideas must be developed. How students (and others) are creative is tied to their mental abilities. Too often the development of just one answer is the result of our educational system: there is only one right answer. We select our students on the basis of their ability to play by the rules of high school and standardized tests. They (and we) need the ability to think beyond linear, expected thinking and to be creative. Creative problem solving is a skill that can be taught.

**Class time:** 30% lecture, 30% Discussion, 30% Laboratory, 10% Paper load: 30 pages of reading per week, 60 pages of writing per semester

**Grade:** 25% final exam, 25% special projects, 25% class participation, 25%

**Exam format:** Essay

**Course URL:** [http://160.94.18.218/hypoutext.html](http://160.94.18.218/hypoutext.html)

**HE 1908W Freshman Seminar: Citizenship/Public Ethics and Writing Intensive**

**Description:** Super Sizes and Plus Sizes: Obesity in the US - This course will examine issues surrounding cultural views of food and how world view and ways of knowing determine the meaning of food, ethics of food marketing, and advertising in our society, and our growing obesity problem in the US. Topics will be: 1. world view and how this defines our cultural norms, ethics, views of fatness and obesity; 2. definition and discussion of ethics in general and how culture defines these; 3. business ethics and how companies practice business ethics in regard to advertising and selling of food; 4. Practical definition of food ethics-role of companies, consumers, government; 5.

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

**Work load:** 40 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 paper

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

**Exam format:** MC and essay

**Course URL:** [http://www.hort.agri.umn.edu/woody/tre.htm](http://www.hort.agri.umn.edu/woody/tre.htm)
responsibility for obesity-consumer or the food and fast food industry? 6. obesity "myth." We will use the books "Food Politics" by Marion Nestle, "The Obesity Myth" by Paul Campos and "Fast Food Nation" by Eric Schlosser.

Class time: 40% lecture, 60% Discussion
Work load: 30 pages of reading per week, 25 pages of writing per semester, 1 papers, Homework each week
Grade: 33% written reports/papers, 33% class participation, 34% Homework assignments
Course URL: http://www.ardilla.umn.edu/diets

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: Juniors and Seniors in Retail Merchandising -- Discover your personal strengths and how they tie to your future career options, learn what career opportunities can fit with your major and develop top-notch skills and materials to market yourself for the ideal 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 with professionals and learn ways to set yourself apart.
GRADE 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 assessment and mock interviews

HE 4150H Honors Seminar
(Sec 001); 2 cr; max crs 6; prereq Honors student; CHE students must take A-F; meets DELM req of classroom; meets HON req of Honors
Instructor: Baizerman, Michael Leon !!Outstanding Achievement Award!!
Description: Mike Baizerman is a professor in the School of Social Work. He received his Ph.D. from the University of Pittsburgh. His scholarly interests include: adolescent and youth studies, youth public policy and cultural models of youth development. This course focuses on the omnipresent images of youth-teenagers, young people and adolescents in the media, and the explicit and latent use of these for understanding, explaining and acting towards young people as a population, as well as individual young persons. Historical and contemporary, United States and international images and portraits of race/ethnicity, social class, sexual orientation, etc. will be examined. These will serve to interrogate the very notion "youth" and, beyond this, the very idea of age as such, as a sociocultural, political, economic, etc. category. Perspectives taken in analysis will be the broad scholarship in youth studies and related fields, youth policy and youth services.

HE 4160H Honors Capstone Project
(Sec 001); 2 cr; max crs 4; 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 3505 Intro to Human-Centered Design
(Sec 001); Credit will not be granted if credit has been received for: KIN 5505, HUMF 5505, HUMF 5505; 3 cr; meets DELM req of classroom
Instructor: Smith, Thomas J

HumF 5505 Human-Centered Design - Principles and Applications
(Sec 001); Credit will not be granted if credit has been received for: KIN 3505, HUMF 3505; 3 cr; meets DELM req of classroom
Instructor: Smith, Thomas J

Human Resource Development
425 VoTech: 612/624-7481

HRD 5301 Organization Development
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Bartlett, Kenneth Russell
Description: This course is designed for both upper level undergraduates and graduate students to provide an introduction to major theories, concepts, skills, and techniques for organization development in business and industry. Upon completion of the course, students will be able to: 1) Define organization development (OD) with its main objectives and characteristics. 2) Describe the historical roots and theoretical underpinnings of OD. 3) Apply the action research model for professional practice. 4) Describe the phases of small group development and characteristics of effective small group participation. 5) Participate effectively in small groups. 6) Identify the components of organizational culture. 7) Identify and differentiate between the roles of internal and external change agents in organization. 8) Identify at least three intervention strategies at the individual, small group and large systems levels. 9) Define readiness for change. 10) Describe their own strengths and areas for improvement as they apply to OD involvement; describe the value of self-knowledge in the consultant. 11) Identify potential ethical dilemmas in OD consultation and describe strategies for resolving them. 12) Develop an intentional learning community. Two required textbooks guide students in their learning and in preparation of an OD intervention proposal, which is prepared in small groups and presented to the class.
Class time: 60% lecture, 40% Discussion
Work load: 100 pages of reading per week, 40-50 pages of writing per semester, 2 exams, 2 papers
Grade: 15% mid-semester exam(s), 25% final exam, 15% written reports/papers, 25% in-class presentations, 5% class participation, 15% case study
Exam format: Mix

Human Resources and Industrial Relations
3-300 Carlson School of Management: 624-2500

HRIR 3021 Human Resource Management and Industrial Relations
(Sec 001, 020); Credit will not be granted if credit has been received for: HRIR 8021; 3 cr; prereq 1102, Econ 1101, Psy 1001, 60 cr; meets DELM req of classroom
Instructor: STAFF
Description: This course is intended to provide an overview of selected critical topics in human resources management and to deal with their relationships to other aspects of business management. The course emphasizes external and internal environments, acquiring and developing human resources, work and job design, performance management, global implications for HR leaders, evaluating, and compensating human resources, including union environments. Students will leave this course with a broad understanding of how and
why various HR practices are used and their impact on the business, from the attraction and development of talent through labor relations and global implications. Course reading requirements and activities are approximate and are subject to change.

Class time: 44% lecture, 20% Discussion, 36% Laboratory

Work load: 30 pages of reading per week, 12 pages of writing per semester, 3 exams, 1 papers

Grade: 30% final exam, 20% written reports/papers, 20% special projects, 30% quizzes

Exam format: multiple choice, short answer

HRIR 3041 The Individual in the Organization
(Sec 001): 2 cr; prereq CSOM upper div undergrad major grad; meets DELM req of classroom

Instructor: STAFF

Description: Focus on factors influencing individual work performance. Includes motivation, perceptual differences, career choice, psychological contracts, assumptions about workers/work, leadership/management, learning/skill development, openness to change. Examines evidence on current trends.

HRIR 3042 The Individual and Organizational Performance
(Sec 001): 2 cr; meets DELM req of classroom

Instructor: STAFF

Description: Factors influencing group, team, and organizational performance. Examines systems that drive organizational success. Topics include job design and organization structure, organization effectiveness measures, culture, group dynamics, teamwork; power and influence.

HRIR 3051 Compensation: Theory and Practice
(Sec 001): 2 cr; prereq [[At least 60 sem cr or 75 qtr cr], 2.00 GPA] or dept consent; meets DELM req of classroom

Instructor: STAFF

Description: Introduction to compensation/reward programs in employing organizations. Theories of organizational/employee behavior used in design/implementation of pay programs. Design, implementation, and evaluation of job evaluation, salary surveys, skill-based pay, merit-based pay, and other compensation programs.

Hum 3029 Music in the 20th Century
(Sec 001): Credit will not be granted if credit has been received for: MUS 3029, HUM 3029, MUS 3029, HUM 3029, MUS 3029, MUS 3029, MUS 3029, MUS 3029; 3 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: Jackson, Donna Cardamo

Description: This course is designed expressly for undergraduate non-music majors and it meets the Liberal Education requirement in humanities. Emphasis is placed on active involvement in listening to and analyzing music, as well as understanding music's role in human society by transmitting universal and timely messages: Ancient Voices of Children (Crumb), Symphony of Sorrowful Songs (Gorecki), West Side Story (Bernstein), “AIDS Symphony” (Corigliano).

Class time: 75% lecture, 25% Discussion

Work load: 25 pages of reading per week, 5-10 pages of writing per semester, 2 exams, 2 papers, listening to assigned compositions 2 - 3 hours per week

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

Exam format: essay

Hum 3837 Nietzsche
(Sec 001): Credit will not be granted if credit has been received for: HUM 4837, HUM 4837; 1-3 cr; max crs 3, 1 repeat allowed; prereq Jr or sr; meets DELM req of classroom

Instructor: Kliger, George

Description: The aim of the seminar is to examine Nietzsche's multifaceted thought, and to arrive at a critical assessment of his contributions. In the process, complex relationships among concepts, issues, and themes will be explored which have been traditionally relegated to distinct academic disciplines (e.g. philosophy and psychology) or to distinct fields within a given discipline (e.g. ethics and ontology), through the study of an exemplary figure whose work eschews disciplinary specialization. Major works by Nietzsche will be examined and critically assessed in the chronological order of their publication. The topics covered will include: (a) Nietzsche's conceptions of the Apollonian and the Dionysian as principles informing tragedy; (b) his views on truth and knowledge; (c) his views on the origin and nature of morality; (d) his doctrine of the will to power; (e) his critique of Christianity and related philosophical and religious traditions; (f) his critique of modern European culture and society; (g) his concepts of eternal recurrence and the overman. Prerequisites: Jr., Sr., Grad., or consent of instructor

Class time: 70% Discussion, 30% Presentations by students

Work load: 50 pages of reading per week, 10 pages of writing per semester, 1 papers. Minimum attendance of 11 class meetings required to pass the course

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.

Hum 4837 Nietzsche
(Sec 001): Credit will not be granted if credit has been received for: HUM 4837, HUM 4837, HUM 3837, HUM 3837, HUM 3837; 3 cr; prereq Sr or grad student; meets DELM req of classroom

Instructor: Kliger, George

Description: The aim of the seminar is to examine Nietzsche's multifaceted thought, and to arrive at a critical assessment of his contributions. In the process, complex relationships among concepts, issues, and themes will be explored which have been traditionally relegated to distinct academic disciplines (e.g. philosophy and psychology) or to distinct fields within a given discipline (e.g. ethics and ontology), through the study of an exemplary figure whose work eschews disciplinary specialization. Major works by Nietzsche will be examined and critically assessed in the chronological order of their publication. The topics covered will include: (a) Nietzsche's conceptions of the Apollonian and the Dionysian as principles informing tragedy; (b) his views on truth and knowledge; (c) his views on the origin and nature of morality; (d) his doctrine of the will to power; (e) his critique of Christianity and related philosophical and religious traditions; (f) his critique of modern European culture and society; (g) his concepts of eternal recurrence and the overman. Prerequisites: Sr or Grad or consent of instructor

Class time: 70% lecture, 30% Presentation by students

Work load: 60 pages of reading per week, 20 pages of writing per
Information Networking
101 Wesbrook Hall: 612/624-4000

INet 4061 Introduction to Data Warehousing
(Sec 001); 3 cr; A-F only; prereq 4707 or CSci 4707 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Data warehouse architecture; star schema and dimensional modeling; Extract-Load-Transform processes; query design; administration and operation.

Industrial Engineering
125 Mechanical Engineering: 612/625-0705

Industrial Engineering

IE 5441 Engineering Cost Accounting and Cost Control
(Sec 001); 4 cr; A-F only; meets DELM req of classroom
Instructor: STAFF
Description: To train students to become better problem solvers, understand the importance of cost and revenue estimates, and inputs. To actively seek opportunities to improve customer satisfaction and reduce costs. Subject matter: (1) Financial Accounting - Preparation of financial statements to generate information for users external to the organization according to the prescribed rules and conventions. Accounting for inventories, plants, equipment depreciations, accounts receivables, liabilities, stockholders' equity, cash flow statements, and analysis of financial statements. (2) Time Value of Money - Collapsing the time element in the cashflow of inputs and outputs for various alternatives. Elementary exposure to how to handle risk, the material is not covered in the textbook. Supplementary reading material will be prescribed. (3) Managerial Accounting (Chapters 15-24) Accounting for management and control of manufacturing and service operations. Topics of job costing, process costing, activity based costing, activity based management, standard costing and variance analysis, responsibility accounting, transfer prices, performance evaluation, operational and capital budgeting. The focus is to improve problem solving and decision making capabilities to improve productivity, profitability for the firm and improve value to the customer through improving value chain integration reducing quality losses and through process reengineering.
Class time: 60% lecture, 10% discussion, 30% problem solving
Work load: 80 pages of reading per week, 3 exams, 10 exercises/week
Grade: 40% mid-semester exam(s), 60% final exam
Exam format: problems; The final exam will be comprehensive with an 80% weight to management accounting. Homework is assigned in the class.

Information Networking

IoT 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 DELM req of classroom
Instructor: Semmens, Michael John
Description: The world’s population now exceeds 6 billion people. Everyone needs water, energy, food and housing, but as we become more affluent we use more, and waste more. Man’s needs and desires have a dramatic impact on the environment including loss of habitat, a reduction in biodiversity, loss of resources, and pollution problems. In the US and other developed countries we continue to deplete resources as if they are infinite. This course will address the behavior of natural systems, man’s impact on the environment, how we are trying to meet the challenges of supplying the population with water, energy, food etc. while trying to minimize negative impacts.
Students will participate in hands-on water quality labs, field trips and small discussion groups. Grade is based on attendance, lab reports, and 12 weekly quizzes.

Interdepartmental Study
135 Johnston Hall: 612/624-7577

ID 1201 Career Exploration
(Sec 001, 006-008); 2 cr; prereq Fr or soph; meets DELM req of classroom
Instructor: STAFF
Description: Freshmen and sophomores: Wondering which major to pick? Wondering what you can do with your major? During this class, you’ll learn more about yourself, how to choose a major, and how to best prepare yourself for a career in the 21st century world of work. You will consider your interests, abilities, and values; you’ll also learn about the role that classes, internships, community service, work experience, hobbies, and travel will play in your future success. Attendance at all classes and active class participation is highly encouraged. A $25 fee will be charged for career assessment inventories.
Class time: 30% lecture, 40% Discussion, 30% Group and individual activities.
Work load: 10 pages of reading per week, 10-15 pages of writing per semester, 4 papers, 3 special projects.
Grade: 40% written reports/papers, 30% special projects, 10% in-class presentations, 10% lab work, 10% attendance
Exam format: No exams.

ID 3201 Career Planning
(Sec 001-007); 2 cr; meets DELM req of classroom
Instructor: STAFF
Description: Juniors and seniors—wondering what you’ll do after you
ID 3205 Law School Exploration  
(Sec 001); 2 cr; meets DELM req of classroom  
Instructor: Larson, Janelle Marie !!CLA-Work Group Outstdg Svc  
Awd!!  
Description: For students considering law school in the exploration stage of whether to apply. Course focus begins with assessment of fit between individual and career field of law. Students will learn what they can do while at the University to prepare for law school. Topics surrounding the application process will be addressed and guest speakers will be utilized to introduce specific fields of law to the class. Field trips are a part of the class; therefore students are responsible for travel arrangements (carpools, bus, etc.).  
Class time: 20% lecture, 50% Discussion, 30% Field trips  
Work load: 10 pages of reading per week, 15 pages of writing per semester, 5 papers  
Grade: 60% written reports/papers, 40% class participation

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: This course is taken in conjunction with ID 3571 and ID 3572. 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 including a Reading Seminar, a Field Seminar, an Internship Placement, and an Integration Seminar. The program is taught in an integrated and holistic way. In the Reading Seminar students explore theoretical foundations necessary to understand the roots, dynamics, and persistence of urban economic, political, and social inequality. This seminar provides a theoretical framework for the experiential components of the program. This Reading Seminar must be taken in conjunction with the other two components of MUST (Field Seminar - ID 3572 & Internship/Internship Seminar - ID 3573). The program is full-time and provides a full semester of academic credit (16 credits). MUST is offered Fall and Spring semesters. MUST is open to all undergraduates who have completed their Freshman year and are of good academic standing. Primary faculty: Phil Sandro, PhD. Contact: Piyali Nath Dalal, Career and Community Learning Center, 345 Fraser Hall, 626-2044.  
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 3572 HECUA Off-Campus Study Program: Metro Urban Studies Term Field Seminar  
(Sec 001); 4 cr; prereq concurrent enrollment 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 3573. 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 including a Reading Seminar, a Field Seminar, an Internship Placement, and an Integration Seminar. The program is taught in an integrated and holistic way. The Field Seminar illuminates, grounds, and tests theoretical perspectives and insights gained in the Reading Seminar. Students will observe and evaluate a variety of policy alternatives and strategies for social change used to address inequality by conversing with policy makers, community activists, and public and private organizations. This seminar uses a variety of fieldwork techniques including conversations with politicians, activists, and neighborhood residents, structured field exercises, legislative lobbying, action research, and participation in community activities. This Field Seminar must be taken in conjunction with the other two components of MUST (Reading Seminar - ID 3571 & Internship/Internship Seminar - ID 3573). The program is full-time and provides a full semester of academic credit (16 credits). Primary faculty: Phil Sandro, PhD. Contact: Piyali Nath Dalal, Career and Community Learning Center, 345 Fraser Hall, 626-2044.  
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 3591 HECUA Off-Campus Study Program: Environmental Sustainability: Adaptive Eco  
(Sec 001); 4 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3592, Concurrent registration is required (or allowed) in 3593, Concurrent registration is required (or allowed) in 3594, dept consent; meets DELM req of classroom

This information is accurate as of: 4/6/2005 at 11:38 AM
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 is designed to situate local environmental challenges in the context of global sustainability, and to encourage students to reflect about the meaning of civic responsibility in both local and global contexts. The program has a number of components that are integrated and interrelated, including Adaptive Ecosystem Management, Social Dimensions of Environmental Change, a Field Methods course, and an Internship/Integration Seminar. In the Field Methods course, students have the opportunity to work with scientists and community members to conduct important and publishable research. The program is full-time and provides a full semester of academic credit (16 credits). Environmental Sustainability is open to all undergraduates who have completed their Freshman year. It is offered every Fall semester. Primary Faculty: Julia Nerbonne. Contact: Piyali Nath Dalal, Career and Community Learning Experience (CCLC); 345 Fraser Hall; 612-626-2044.

ID 3594 HECUA Off-Campus Study Program: Environmental Sustainability, Internship
(Sec 001); 6 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3591, Concurrent registration is required (or allowed) in 3592, Concurrent registration is required (or allowed) in 3593, Concurrent registration is required (or allowed) in 3594, 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 is designed to situate local environmental challenges in the context of global sustainability, and to encourage students to reflect about the meaning of civic responsibility in both local and global contexts. The program has a number of components that are integrated and interrelated, including Adaptive Ecosystem Management, Social Dimensions of Environmental Change, a Field Methods course, and an Internship/Integration Seminar. In the Internship, students learn, develop skills, explore career options, build networks, and acquire new insights while giving time, skills, and attention to an environmental focused organization or working on an environmental-based project. It also provides personal experiences interacting with professionals and practitioners in the environmental community and provides a grounding to what is also discussed in the other components of the program. Students spend roughly three days or twenty hours total per week working at their internship placement. Contact: Piyali Nath Dalal, Career and Community Learning Experience (CCLC); 345 Fraser Hall; 612-626-2044.
Work load: The Integration Seminar serves to assist students in integrating the many components of the program curriculum. The program is full-time and provides a full semester of academic credit (16 credits).

ID 3593 HECUA Off-Campus Study Program: Environmental Sustainability: Field Methods
(Sec 001); 2 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3591, Concurrent registration is required (or allowed) in 3592, 3594, 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 is designed to situate local environmental challenges in the context of global sustainability, and to encourage students to reflect about the meaning of civic responsibility in both local and global contexts. The program has a number of components that are integrated and interrelated, including Adaptive Ecosystem Management, Social Dimensions of Environmental Change, a Field Methods course, and an Internship/Integration Seminar. In the Field Methods course, students have the opportunity to work with scientists and community members to conduct important and publishable research. The program is full-time and provides a full semester of academic credit (16 credits). Environmental Sustainability is open to all undergraduates who have completed their Freshman year. It is offered every Fall semester. Primary Faculty: Julia Nerbonne. Contact: Piyali Nath Dalal, Career and Community Learning Experience (CCLC); 345 Fraser Hall; 612-626-2044.

ID 3593 Directed Study
(Sec 001); 1-4 cr; max crs 8, 8 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom.
Instructor: STAFF
Description: Opportunity to explore in greater detail and depth topics contained in regularly-offered ID courses. In almost all cases students develop a project idea in consultation with the instructor of the ID course they have already taken.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Description</th>
<th>Work load</th>
<th>Exam format</th>
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<tbody>
<tr>
<td>Ital 1001 Beginning Italian</td>
<td>Beginning Italian</td>
<td>Bauer, G Eric</td>
<td>Objectives of the course: To provide an understanding of Italian anatomy with emphasis on the relationship of structure to function. Intended for pre-professional undergraduate students and others who wish to obtain a basic understanding of the structure of the human body. Lectures are presented on tissues and organ systems; exams are multiple choice (best answer, matching, true/false, etc.). Concurrent Human Anatomy Laboratory (InMd 3002 or 3302) is highly recommended. Prereq: students should have completed Biol 1009 or equivalent; sophomore status.</td>
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<tr>
<td>Work load:</td>
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<td>100% lecture</td>
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<td>Work load:</td>
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<td>25 pages of reading per week, 4 exams</td>
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<td>Grade:</td>
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<td>75% mid-semester exam(s), 25% final exam</td>
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<tr>
<td>Exam format:</td>
<td></td>
<td></td>
<td>multiple choice</td>
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<td>Course URL:</td>
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<td><a href="http://www.med.umn.edu/anatomy/">http://www.med.umn.edu/anatomy/</a></td>
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</tbody>
</table>

| Ital 1003 Intermediate Italian | Intermediate Italian, level 2 | | | | |
| Work load: | | | 45-60 minutes of homework per class |
| Grade: | | | 10% final exam, 70% quizzes, 5% class participation, 15% oral exam |
| Exam format: | | | essay, short answer, fill-in blank, true/false |

| Ital 1004 Intermediate Italian | Intermediate Italian, level 2 | | | | |
| Work load: | | | 45-60 minutes of homework per class |
| Grade: | | | 10% final exam, 70% quizzes, 5% class participation, 15% oral exam |
| Exam format: | | | essay, short answer, fill-in blank, true/false |
This information is accurate as of: 4/6/2005 at 11:38 AM
Jpn 4001 Beginning Japanese (Sec 001, 005, 009, 050); Credit will not be granted if credit has been received for: JPN 1011, JPN 1011, JPN 1011, JPN 1011; 3 cr; prereq passing score on GPT in another language or grad student; meets DELM req of classroom
Instructor: STAFF
Description: This 4xxx-level course is a special option for qualified students to take the 1xxx-level Beginning Japanese course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language, or if you are a graduate student, you may register for Beginning Japanese under the 4001 course number for 3 credits. Credit will not be granted if credit has been received for Jpn 1011. See the course guide description for Jpn 1011.

Jpn 4003 Intermediate Japanese (Sec 001, 005, 050); Credit will not be granted if credit has been received for: JPN 3021, JPN 3021, JPN 3021, JPN 3021; 3 cr; prereq 4002, (passing score on GPT in another language or grad student); meets DELM req of classroom
Instructor: STAFF
Description: This 4xxx-level course is a special option for qualified students to take the 3xxx-level Intermediate Japanese course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language, or if you are a graduate student, you may register for Intermediate Japanese under the 4003 course number for 3 credits. Credit will not be granted if credit has been received for Jpn 3021. See the course guide description for Jpn 3021.

Jpn 4041 Advanced Japanese Conversation and Composition (Sec 001, 050); 4 cr; prereq 3032 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: The focus of this course is the development of cognitive academic language proficiency in Japanese through content-based instruction. The course introduces and implements strategies for reading and writing for academic purposes. A textbook and authentic reading materials (newspaper articles, excerpts from books, etc.) on various topics are used with an emphasis on both content and language. Content includes discussion in Japanese of topics relevant to modern Japanese society. Language instruction includes vocabulary acquisition, recognition/production of kanji, and acquisition of advanced-level grammar structure relevant to topics/themes of the reading.
Class time: 20% lecture, 80% Discussion
Work load: 2 exams, 2 papers, quiz on a daily basis
Grade: 10% mid-semester exam(s), 10% final exam, 15% written reports/papers, 17% special projects, 18% quizzes, 5% class participation, 25% Homework assignments
Exam format: multiple choice and essay

Jpn 5040 Readings in Japanese Texts (Sec 001); 3 cr; max crs 12, 3 repeats allowed; A-F only; prereq 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 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 in-class study habits that are 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 3034 Introduction to Jewish History and Civilization (Sec 001); Credit will not be granted if credit has been received for: RELA 3034, RELA 1034, JWST 3034; 3 cr; prereq no knowledge of Hebrew required; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Feinstein, Stephen
Description: This course is designed to acquaint you with the varieties of classical and modern Judaism and the enduring ideas and structures that mark its importance as a world civilization. We will place special emphasis on the formation of ideas and practices in each major stage of their historical development. You will be required to know the major events that shaped Judaism and their significance. More important, you will learn to analyze the texts, themes, and symbols of Judaism, and to form opinions about them from various perspectives. Special emphasis will also be placed on the use of primary texts?original documents in translation that will enable students to practice hands-on analysis?and on the types of questions scholars bring to bear on source material. This course is also an exploration of the world of Jewish Studies?the ways Judaism and the Jewish people are studied in the university in fields such as history, literary studies, sociology, religious studies, philosophy, anthropology, musicology, and film studies. This course is appropriate for undergraduates who wish to pursue further courses in Jewish Studies, and for anyone seeking an overview of the subject. Students will be expected to read approximately 100 pages per week. There will be 2 exams (a mid-term and a final). These exams will be in-class and will include both brief identifications and essays. In addition, there will be 4 short papers (3 pages each) due throughout the course of the semester.
Class time: 80% lecture, 20% Discussion
Work load: 100 pages of reading per week
Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% Class participation and evidence of willingness to learn.
Exam format: Brief identification and essay.

JwSt 3521W History of the Holocaust (Sec 001); Credit will not be granted if credit has been received for: RELS 3521, JWST 3521, RELS 3521W, JWST 3521W, RELS 3521W, HIST 3727W; 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Feinstein, Stephen
Description: The word "Holocaust" refers to the extermination of 6 million Jews and 500,000 Roma and Sinti (Gypsies) during the rule of National Socialism (NAZI) in Germany, this course will attempt to
document and analyze this event and what it represents—particularly, the background, development and systematic extermination of European Jews by the Nazis. Not only were Jews affected by Nazi policy, but others labeled "undesirable" or "subhuman" were also exterminated in this process—gypsies, political and religious opponents, homosexuals. If one studies the history of the second World War, especially in a pre-college setting, one might come away believing that the extermination of the Jews was simply a footnote to history. Recent historical thought, however, has suggested that the very reason for the War might be directly linked to Hitler's plans for living space for the German people in the East, the extension of borders, and the desire to kill Jews and Gypsies, who were non-European in origin, and to subvert all other inferiors. In this course, particular attention will be given to the phenomenon of anti-Semitism, in both its religious and secular forms, to the relationship between mass murder or genocide and the growth of bureaucracy and technology, and to the challenges posed by the Holocaust for religious and humanistic beliefs and values. The course uses cross-disciplinary approaches, as well as documents, films and usually a guest speaker (Holocaust survivor) as part of the class.

Class time: 90% lecture, 10% Discussion
Work load: 150-175 pages of reading per week, 24-30 pages of writing per semester, 1 exams, 3 papers. An optional discussion section is available. Course is writing intensive.
Grade: 25% final exam, 70% written reports/papers, 5% class participation
Exam format: Short answer and essay with choices. Study sheet given prior to exam.

JwSt 3632W Jewish Women in the United States
(Sec 001): Credit will not be granted if credit has been received for: WOST 3403, WOST 3403W, AMST 3632W; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Prell, Riv-Ellen
Description: Jewish women came to the United States over the past three centuries as immigrants and religious outsiders from most of the world. How they became Americans, reshaped Judaism, and challenged ideas about what an American woman was are key themes of the class. In understanding this process, students will learn how class, race, sexuality, religion and gender interact in different historical periods. Key themes include: immigration, acculturation, work and the labor movement, politics, family and sexuality and Judaism and women. Students will read historical, literary and autobiographical works in addition to primary sources, as well as viewing films.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 exams, 3 papers
Grade: 40% final exam, 60% written reports/papers

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, 002); 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 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. The class continues to incorporate the military components of fitness such as cardiorespiratory, muscular strength, muscular endurance, flexibility and body composition with the principles of exercise such as regularity, progression, balance, variety, specificity, recovery and overload into a balanced physical fitness program. Fitness conditioning is accomplished using a variety of techniques such as running, weight training, abdominal and upper body strength exercises, circuit training and team sports activities. Classes are ability group oriented and allow individual progression within a group environment.

Kin 3126W Psychology and Sociology of Sport
(Sec 001, 002); 3 cr; A-F only; prereq Kin major; meets CLE req of Writing Intensive; meets DELM req of classroom

This information is accurate as of: 4/6/2005 at 11:38 AM
Kin 3131W History and Philosophy of Sport
(Sec 001, 002); 3 cr; A-F only; prereq Kin major or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Fie, Richard W
Description: This course provides a broad overview of various aspects in the history and philosophy of sport. In-class discussions surround wirings dealing with social and political philosophy (nationalism, feminism), ethics (drug use), aesthetics (is sport art), and traditional and modern sport (examples, definitions, comparisons and contrasts). We learn about the origins of sport, how it has moved around the world, the impact of the industrial revolution, and significant developments and influences in its modern practice. We explore large issues that have intersected with sport—women, Blacks, the fitness movement, the Olympics, the Cold War, culture, muscular Christianity. We learn about famous events and people along the way, as well examining events on video from a critically historical and philosophical perspective. Class is not difficult, but there is a great wealth of information that requires many hours of work to grasp. I pose the questions, in the grand scheme of the universe, this country, and your life, what does sport matter? and also, what does it mean to think historically? and philosophically? Class is required and reserved for majors but non-majors are welcome provided there is space open.
Class time: 5% lecture, 85% Discussion, 10% video, readings, student presentations
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
Exam format: a part of the final exam grade comes from a semester long notebook and photo album project.

Kin 3133 Motor Control, Learning, and Development
(Sec 001); 3 cr; A-F only; prereq Kin maj or instr consent; meets DELM req of classroom
Instructor: Yank, Jane Redfield
Description: This class is a survey of observations, concepts, and principles guiding the emergence, development, control, and adaptation of movement over the lifespan. Beginning with interuterine growth and development, we observe and assess the impact of individual factors such as perception, environmental influences, and task contraints on performance. A dynamical systems approach to movement provides the foundation for understanding principles of motor control, learning, and development. The class requirements include text and literature readings. 45% of the grade results from performance on five labs and one major project; 55% of the grade is based on two exams through the semester (15% each) and a final exam (25%).
Class time: 65% lecture, 10% Discussion, 25% Laboratory
Work load: 40 pages of reading per week, 15 pages of writing per semester, 3 exams, 5 labs (reports are 2 pages each; major project Grade: 15% mid-semester exam(s), 25% final exam, 15% special projects, 30% lab work, 15% 2nd exam
Exam format: Exams include true/false, short answer, short essay
Course URL: http://webct3.umn.edu/SCRIPT/KIN3133_002/scripts/serve_home

Kin 3143 Organization and Management of Sport
(Sec 001, 002); Credit will not be granted if credit has been received for: SPST 3143; 3 cr; A-F only; 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 functioning contributors 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 3171 Baseball Coaching
(Sec 001); 1 cr; prereq Good understanding of baseball; meets DELM req of classroom
Instructor: Stephenson, James Howard
Description: Coaching gymnastics for males and females. Skill progression, skill analysis and spotting, routine construction, safety, training for competition, scoring and rules, psychology, off-season conditioning, and responsibilities of the coach.
Class time: 80% lecture, 15% Discussion, 5% Laboratory
Work load: 10 pages of reading per week, 8 pages of writing per semester, 4 exams, 3 papers
Grade: 10% mid-semester exam(s), 40% final exam, 30% written reports/papers, 20% quizzes

Kin 3177 Swimming and Diving Coaching
(Sec 001); 1 cr; meets DELM req of classroom
Instructor: Kremer, Kelly Thomas
Description: Coaching swimming for males and females. Stroke mechanics, starts/turns, safety, training for competition, psychology, off-season conditioning, roles/responsibilities of coach.

Kin 3178 Tennis Coaching
(Sec 001); 1 cr; meets DELM req of classroom
Instructor: STAFF
Description: Coaching strategies, safety/rules, training for competition, off-season training/conditioning, roles/responsibilities of coach.

Kin 3179 Track and Field Coaching
(Sec 001); 1 cr; meets DELM req of classroom
Instructor: STAFF
Description: Basic training and conditioning programs, event characteristics, coaching strategies, knowledge of track and field meet administration.
Class time: 75% lecture, 15% Discussion, 10% Learn by doing
Work load: 40 pages of reading per week, 10 quizzes
Grade: 70% final exam, 20% quizzes, 10% class participation
Exam format: Multiple choice, essay

Kin 3181 Wrestling Coaching
(Sec 001); 1 cr; meets DELM req of classroom
Instructor: Russell, Joseph I
Description: The course will cover the following topics: Philosophy of coaching, risk management, effective teaching, program development, psychology of coaching, developing wrestling skills, training, nutrition and sports medicine.
Class time: 25% lecture, 25% Discussion, 50% Video analysis
Work load: 35 pages of reading per week, 3 pages of writing per semester, 1 exams, 3 papers
Grade: 50% written reports/papers, 30% special projects, 20% class participation
Exam format: Multiple choice
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 crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Wiese-Bjornstal PhD, Diane Marie
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 5001 Foundations of Human Factors/Ergonomics
(Sec 001); Credit will not be granted if credit has been received for: HUMF 5001; 3 cr; A-F only; meets DELM req of classroom
Instructor: Smith, Thomas J
Description: The course will address these issues in the following contexts: Consumer Product Design; Cognitive Performance and Learning, Psychomotor Performance, Behavioral Cybernetics of Human Performance; Effects of Perturbed Sensory Feedback on Performance; Machine and Tool Performance; Interactive Performance with Complex Technological Systems (Human/Computer;
Kin 5103 Developmental/Adapted Physical Education
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Leitschuh, Carol A.
Description: Introduction to physical education for students with disabilities that emphasizes movement skills assessment within the context of the legal mandates serving children with disabilities, school administration, and resulting individual education programs and resources.
Class time: 80% lecture, 10% Discussion
Work load: 35 pages of reading per week, 5 exams
Grade: 25% final exam
Exam format: Multiple choice and essay

Kin 5122 Applied Exercise Physiology
(Sec 001); 3 cr; A-F only; prerequisite 4385 or equiv or instructor consent; meets DELM req of classroom
Instructor: STAFF

Kin 5141 Nutrition for Health and Physical Performance
(Sec 001); 3 cr; A-F only; prerequisite FScN 1112 or equiv; meets DELM req of classroom
Instructor: Leon, Arthur S !Henry L Taylor Prof in Hlth!!
Description: Requirements and physiologic roles of nutrients and physical activity in promotion of health and performance; assessment of energy requirements. RDAs, food composition and safety, weight management, and prevention of chronic diseases with emphasis on coronary heart disease. Lectures and slide presentations, take-home project self-assessing one's own usual diet and exercise habits. Target audience: advanced undergraduate and graduate students with science background, preferably with a previous nutrition course, majors and non-majors in Kinesiology.
Class time: 90% lecture, 10% Closed Circuit TV
Work load: 40 pages of reading per week, 10 pages of writing per semester, 5 exams, 1 paper
Grade: 40% mid-semester exam(s), 50% final exam, 10% special projects
Exam format: Multiple choice and short answer

Kin 5152 Curriculum Development in Physical Education
(Sec 001); 2 cr; A-F only; prerequisite initial licensure/MEd phys ed student; meets DELM req of classroom
Instructor: Hanson, George L
Description: This course is designed for students enrolled in the Initial Teacher Licensure Program in K-12 Physical Education and for physical education teachers in the field. The course focus is on trends, issues, and changes in society and education and the impact and importance they have on Curriculum and Instruction in Physical Education at all grade levels, K-12. Minnesota’s Physical Education Outcomes competency standards and assessment will be the model. APHPERD and Minnesota’s definition of a Physically Educated person as well as NASPE and current Minnesota Graduation Standards will be analyzed. The Minnesota Coordinated School Health Initiative will be shared. Texts include the NASPE Physical Education Standards and Minnesota Department of CFL documents. Journals, internet and local district materials will be utilized. There will be quizzes, short assignments, class discussions, and 3 distinct projects.
Class time: 60% lecture, 40% Discussion
Work load: 10-20 pages of reading per week, 20-30 pages of writing per semester, 2 exams, 3 papers, 5 to 6 short assignments
Grade: 10% mid-semester exam(s), 30% final exam, 15% written reports/papers, 30% special projects, 5% quizzes, 10% class participation
Exam format: Essay response to numerous questions

Kin 5196 Practicum: Developmental/Adapted Physical Education
(Sec 001); 1-4 cr; maximums 4, 4 repeats allowed; S-N only; prerequisite 5103 or concurrent enrollment 5103 or 5104 or concurrent enrollment 5104 or instructor 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 5485 Advanced Electrocardiogram, Graded Exercise Testing, and Prescription
(Sec 001); 3 cr; A-F only; prerequisite [3385, 4385] or instructor consent; meets DELM req of classroom
Instructor: Dengel, Donald Robert
Description: This course will provide an introduction to electrocardiogram, including basic placement and interpretation of an electrocardiogram, as well as use of electrocardiogram in clinical exercise testing and exercise prescription. In addition, this course will offer hands-on experience in electrocardiogram and metabolic gas exchange for use during exercise testing. Following completion of this class students should be prepared for taking the American College of Sports Medicine certification exam in Health/Fitness Instructor. This class is intended for upper level undergraduate and graduate students.
Class time: 75% lecture, 25% Laboratory
Work load: 20 pages of reading per week, 2 exams, 1 paper
Grade: 40% mid-semester exam(s), 20% final exam, 5% class participation, 5% lab work
Exam format: Multiple choice

Kin 5697 Student Teaching: Coaching
(Sec 001); 1-10 cr; maximums 10, 5 repeats allowed; S-N only; prerequisite admission to coaching program, instructor 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 5723 Psychology of Sport Injury
(Sec 001); 3 cr; prerequisite Intro psych course; meets DELM req of classroom
Instructor: Wiese-Bjornstal PhD, Diane Marie
Description: This course includes content on the psychosocial bases of the following: risk factors preceding sport injury, responses to the occurrence of sport injury, and the rehabilitation process. Content of the course includes both the theoretical and research foundations of sport injury psychology as well as the practical implications of this knowledge. Structure of the course includes lectures, discussions, guest lecturers, videos, and student presentations. The target audience encompasses both sport psychology graduate students and
Kin 5801 Legal Aspects of Sport and Recreation  
(Sec 001); 4 cr; A-F only; prereq Kin or rec major; meets DELM req of classroom  
Instructor: Kara, Frank  
Description: Legal issues and procedures related to recreation, park, and sport programs/facilities in public/private sectors.  
Class time: 75% lecture, 25% Discussion  
Work load: 30 pages of reading per week, 12 pages of writing per semester, 2 exams, 12 papers  
Grade: 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% in-class presentations  
Exam format: combination of multiple choice and short essay; some long 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: Dengel, Donald Robert  
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: Kane, Mary Jo  
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology  
(Sec 006); 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: Stoffregen, Thomas  
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology  
(Sec 019); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom  
Instructor: Wiese-Bjornstal PhD, Diane Marie  
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology  
(Sec 021); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom  
Instructor: Wade, Michael G  
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology  
(Sec 025); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; 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 004); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad or MED student in Kin], 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 or MED student in Kin], 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 006); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad or MED student in Kin], instr consent ; meets DELM req of classroom  
Instructor: Koscheyev, Victor S

This information is accurate as of: 4/6/2005 at 11:38 AM
Description: Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology
(Sec 011); 1-6 cr; max hrs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], 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.

Kin 5995 Research Problems in Applied Kinesiology
(Sec 013); 1-6 cr; max hrs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], 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 hrs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], 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 hrs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], 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 hrs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], instr consent; meets DELM req of classroom
Instructor: Spletz, 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 Education.
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 hrs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], 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 hrs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], instr consent; meets DELM req of classroom
Instructor: Wade, Michael G
Description: Research problems and readings on a selected topic in Kinesiology.

This information is accurate as of: 4/6/2005 at 11:38 AM
LA 5403 Directed Studies in Landscape Architecture Technology
(Sec 001-010); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; 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 001-010); 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 001-010); 1-6 cr; max crs 12, 12 repeats 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 001-010); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark; 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 001-010); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark; 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 001-010); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark; 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 5572 Plants in Design
(Sec 001); 3 cr; A-F only; prereq [5201, 5203, plant identification course] or instr consent; meets DELM req of classroom
Instructor: Krinke, Rebecca Jean
Description: Lectures, presentations, field trips, readings, and projects exploring design principles related to using plants in the landscape. Explores cultural and ecological principles through design projects of various scales.
Lat 1001 Beginning Latin I  
(Sec 001); 3 cr; 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 texts. In addition, Latin 1001 will help strengthen your grasp of English grammar and vocabulary. There is no prerequisite for this course.  
Class time: 50% lecture, 50% Discussion  
Work load: written homework, frequent quizzes, 3-4 exams  
Exam format: translation, grammar

Lat 330 Folwell Hall: 612/625-5353

Lat 3370 Advanced Undergraduate Latin: Satire  
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq 3114 or equiv or instr consent; meets DELM req of classroom  
Instructor: Wilcox, Amanda  
Description: The Romans were notorious borrowers of culture, and for every Latin literary text, we look for (and nearly always find) Greek antecedents. But Roman authors were confident that satire belonged entirely to Rome. Beyond its claim to be home-grown, Roman satire is difficult to sum up, since it is characterized by variety, both in content and style. In this course we will read selections from two contrasting masters of this genre, who both worked in hexameter verse: Horace (65 - 8 BC) and Juvenal (early 2nd century AD). Horace’s satires, or sermones (“conversations”), are notable for their urbane advocacy of moderation, while outrage and scathing social criticism are more usual for Juvenal. Both authors offer a rich slice of daily life, and give us highly colored views of Rome and its inhabitants, from social and intellectual strivers scrambling for position in the forum and in wealthy homes to the downwardly mobile denizens of alleyways and gutters.  
Class time: 10% lecture, 45% Discussion, 45% Translation  
Work load: 22 pages of writing per semester, Translation quizzes and midterms, several short papers and one long paper

Lat 3960H Honors Course: Advanced Undergraduate Latin Reading  
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq Regis in honors program or high ability as indicated by transcript; meets DELM req of classroom; meets HON req of Honors  
Instructor: Wilcox, Amanda  
Description: The Romans were notorious borrowers of culture, and for every Latin literary text, we look for (and nearly always find) Greek antecedents. But Roman authors were confident that satire belonged entirely to Rome. Beyond its claim to be home-grown, Roman satire is difficult to sum up, since it is characterized by variety, both in content and style. In this course we will read selections from two contrasting masters of this genre, who both worked in hexameter verse: Horace (65 - 8 BC) and Juvenal (early 2nd century AD). Horace’s satires, or sermones (“conversations”), are notable for their urbane advocacy of moderation, while outrage and scathing social criticism are more usual for Juvenal. Both authors offer a rich slice of daily life, and give us highly colored views of Rome and its inhabitants, from social and intellectual strivers scrambling for position in the forum and in wealthy homes to the downwardly mobile denizens of alleyways and gutters.  
Class time: 10% lecture, 45% Discussion, 45% Translation  
Work load: 22 pages of writing per semester, Translation quizzes and midterms, several short papers and one long paper

Latin American Studies  
214 Social Sciences Tower: 612/624-9007

LAS 3401W Early Latin America to 1825  
(Sec 001); Credit will not be granted if credit has been received for: HIST 3401, LAS 3401, HIST 3401W, LAS 3401W, HIST 3401W,
LAS 3401W, HIST 3401W; 4 cr; A-F only; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Chambers, Sarah C
Description: In 1519, Spaniard Hernan Cortes entered the dazzling capital city of the Mexico (Aztec) empire; what happened next depends upon whose versions of events you read. European accounts emphasize his daring capture of emperor Moctezuma and his rapid domination of central Mexico by the use of his wits and superior technology. Native accounts reveal that the capture of Moctezuma backfired, leading to a lengthy and heroic defense of the island city. Regardless of the telling, such encounters and struggles set the stage for European rule of the Americas for the next three centuries. But just as the story of Cortes and Moctezuma unfolds surprises and complexities, Spanish and Portuguese colonialism created societies marked by cultural adaptation and mixing as well as violence and exploitation. This course begins with pre-contact Native American societies, but primarily explores the historical processes of colonialism in Latin America (especially Mexico, Brazil and Peru) until the movements toward independence in 1825. We will study both the economic, religious, and administrative systems put in place by the Europeans, and the varied responses of indigenous peasants, African slaves, racially-mixed town dwellers, and women. We will learn to analyze primary documents from the period (such as the competing accounts of the conquest of Mexico) and read life stories as well as historical narratives.
Class time: 60% lecture, 40% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 1 exam, 2 papers, 5 quizzes (lowest score dropped)
Grade: 15% final exam, 50% written reports/papers, 20% quizzes, 15% class participation
Exam format: I.D. terms and essays
Course URL: http://www.hist.umn.edu/hist3401/

Linguistics
215 Nolte Center: 612/624-3331

Ling 1701 Language and Society
(Sec 001); 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 050); 4 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Junghare, Indira Y!!CLA Distinguished Tchg Awd!!
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. 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

Learning and Academic Skills
104 Eddy Hall: 612/624-7546

LASK 1001 Mastering Skills for College Success
(Sec 001-008); 2 cr; meets DELM req of classroom
Instructor: STAFF
Description: If you're interested in learning strategies that will help you be a more efficient and effective student throughout the entire semester, consider enrolling in LASK 1001--Mastering Skills for College Success. Focus on topics such as: Developing Useful Study Habits - How much do you learn during a study session? If you think your habits may be more of a handicap than a help, explore options that fit your learning style and give your GPA a boost!; Improving Reading Comprehension - Interested in getting more out of your textbook? Learn to improve your ability to answer questions from your textbook? Learn to improve your ability to answer questions from your textbook, improve your writing skills, and enroll in LASk 1101-Academic Success. Explore what makes learning in college difficult and discover why many students don't meet their own or the University's standards for achievement. Learn what to do when 1) Personal factors interfere with performance. 2) You're unhappy with the institution you're attending. 3) There are problems in your courses. 4) Your approach to study does not bring good results. 5) You're not really sure you want to be in college. Use what you find out to build a personal plan for success that gets you off probation and on with your education.
Class time: 100% LASK is an individualized study course. You meet weekly with an academic success consultant to develop and carry out a personal plan for improving your grades.
Work load: 30 pages of reading per week, 15 pages of writing per semester, 15 personal reflection assignments
Grade: 12% special projects, 40% class participation, 48% Applied activities

This information is accurate as of: 4/6/2005 at 11:38 AM
Ling 3001 Introduction to Linguistics
(Sec 001, 050); Credit will not be granted if credit has been received for: LING 3011, LING 3001H, LING 3001H, LING 3001H, LING 5001; 4 cr; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: STAFF
Description: Linguistics is the scientific study of language. This course is a general introduction to the various sub-fields of Linguistics. Our emphasis will be on the rules of structural representations found in each of the grammatical components of language: Syntax (phrase and sentence structure), Morphology (word structure), Phonology (sound structure), and Semantics (meaning). Students will learn the essential techniques for describing and analyzing linguistic data through working on examples taken from various languages of the world. The course will be conducted through lectures and discussions. Course requirements include regular assignments, a midterm and a final. Target audience is undergraduate students in linguistics and related disciplines.
Class time: 80% lecture, 20% Discussion
Work load: 20 pages of reading per week, 2 exams
Grade: 30% mid-semester exam(s); 35% final exam, 35% problem solving
Exam format: Short answer

Ling 3001H Honors: Introduction to Linguistics
(Sec 001); Credit will not be granted if credit has been received for: LING 3001, LING 3001, LING 5001, LING 5001; 4 cr; prereq honors candidate or instr consent; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Gundel, Jeanette K
Description: This course is an introduction to the scientific study of human language. The course offers basic technical skills and foundational concepts required for language analysis, as well as an enhanced awareness of the goals, problems and promise of linguistic inquiry. Emphasis will be on the structure of human language. General questions include: what are the basic properties of human language? How do languages differ and how are they all alike? To what extent is the human language part of the biological endowment of all humans and to what extent must it be learned? We will examine data from a variety of languages at the level of sound, sentence structure, meaning and use, exploring variation and similarity both across and within languages. Specific topics include: phonetics and phonology (how do we describe and analyze the sounds and sound patterns of human languages?), morphology and syntax (what are the structures of words and sentences?), semantics and pragmatics (how do we interpret language?) We will also discuss topics in historical-comparative linguistics (how do languages change over time, how are they related to one another and what methods are used in determining such relationships?), language acquisition (how are languages learned, by children as a first language and by children and adults as a second language?), and the relation between language and culture.

Ling 3051H Honors: Thesis
(Sec 001); 3 cr; prereq Linguistics honors candidate, 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
Class time: 100% independent research, writing
Grade: 100% Research progress as determined by faculty advisor

Ling 3052H Honors: Thesis
(Sec 001); 3 cr; prereq 3051; meets 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
This course is concerned with the concepts and principles which have been of central significance in the recent development of syntactic theory, with special focus on the “Government and Binding” (GB) “Principles and Parameters” (P&P) approach. We will examine how languages may differ in the way words are organized into phrases and sentences and how they are the same. We will also discuss the differences between GB and the Minimalist Program and the motivations for the shift from GB to the Minimalist Program.

Class time: 80% lecture, 20% Discussion
Work load: 25 pages of reading per week, 35 pages of writing per semester, 1 papers
Grade: 35% final exam, 40% Laboratory

Ling 5005 Applications of Linguistics

(Sec 001); 3 cr; prereq 3001 or 3011 or 5001 or instr consent; meets DELM req of classroom
Instructor: Downing, Bruce T
Description: This course surveys the role of linguistics in neighboring disciplines and (especially) applications of linguistics to practical fields such as lexicography; orthography; translation and interpreting; language planning in developing nations; language pedagogy and bilingual education; education of the deaf and correction of language disorders; computer applications such as text analysis and machine translation, and forensic applications. Students will have a say in selecting the topics that will actually be covered and will each choose one area to focus on for an oral and written research report. Guest lectures will be invited from other faculty and people from the community who are specialists in particular fields. Assigned readings will be from a set of articles available in a course packet or on library reserve. The course is for undergraduate and graduate students in all fields concerned with the role of language in human affairs.
Class time: 50% lecture, 50% Discussion
Work load: 25 pages of reading per week, 15-20 pages of writing per semester, 3 exams, 1 papers
Grade: 25% mid-semester exam(s), 35% final exam, 20% written reports/papers, 20% problem solving
Exam format: problem sets, short answer, multiple choice

Ling 5005 Field Methods in Linguistics I

(Sec 001); 4 cr; prereq 5201, 5302 or instr consent; meets DELM req of classroom
Instructor: Stenson, Nancy J
Description: Techniques for obtaining and analyzing linguistic data from an unfamiliar language through direct interaction with a native speaker. Class jointly studies a language by elicitation of speech samples and analysis of patterns that emerge. Periodic discussion of progress and individual elicitation sessions are also components of the course. Audience: graduate students and advanced undergraduates with prior coursework in phonetics, phonology and syntax.
Class time: 2% lecture, 18% Discussion, 80% Data elicitation and analysis, demonstration
Work load: 30 pages of reading per week, 30-40 pages of writing per semester, 2 papers, Weekly summaries of work progress, data analysis
Grade: 75% written reports/papers, 25% class participation

MatS 3041 Industrial Assignment I

(Sec 001); Credit will not be granted if credit has been received for: CHEN 3041; 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, MatS upper div, regis in MatS co-op program, completion of required courses in MatS program through Fall semester/3rd yr) First industrial work assignment in engineering co-op program. Evaluation based on formal written report describing the semester’s work assignment.
Class time: 100% On-the-job training
Grade: 100% written reports/papers

MatS 4041 Industrial Assignment II

(Sec 001); 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

Math 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.

Math 4593 Directed Study in Materials Science
(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq Upper div mat sci; meets DELM req of classroom
Instructor: STAFF
Description: Directed study under faculty supervision. Student should meet with faculty supervisor before registering to arrange study project, grading option, credits, and final report requirements.

Math 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, 020); 3 cr; prereq 3 yrs high school math or placement exam or grade of at least C in GC 0731; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom
Instructor: STAFF
Description: Overview: Introduction to several mathematical ideas having relevance to the contemporary world. Possible topics include: voting systems, methods of sharing and apportionment, graphs and networks, scheduling problems, growth and symmetry, fractal geometry, statistical surveys and studies, descriptive statistic exam. Audience: Students who want to satisfy the CLE Mathematical Thinking requirement and who do not want to take any more math. The prerequisite is the same as for Math 1031 or Math 1051, but the material in Math 1001 has more variety and more immediate interest. This is not an easy course. Students need to be comfortable with Intermediate Algebra. Textbook: Tannenbaum & Arnold, "Excursions in Modern Mathematics," 4th edition.
Class time: 75% lecture, 25% Discussion

Math 1031 College Algebra and Probability
(Sec 001, 010, 020, 040, 050, 060, 070, 090); 3 cr; prereq 3 yrs high school math or grade of at least C in GC 0731; 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 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 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 001, 010, 020, 030, 040); 3 cr; prereq 3 yrs high school math or placement exam or grade of at least C in GC 0731; Credit will not be granted if credit has been received for: 1031, 1151; credit will not be granted if credit received for: MATH 1031, MATH 1151; meets DELM req of classroom
Instructor: STAFF
Description: Overview: Review of high school algebra. Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas; composition, inverses of functions; transformations of graphs; linear and quadratic models; equations and inequalities involving polynomials and rational functions; exponentials and logarithms, with applications. Audience: Anyone wanting to complete precalculus at a moderate pace; the Math 1051/Math 1151 combination satisfies prerequisite for Math 1271 or Math 1371. Math 1051 and Math 1038 essentially equals Math 1031 and satisfies the CLE Mathematical Thinking requirement.

Math 1131 Finite Mathematics
(Sec 010); 3 cr; prereq 3 1/2 yrs high school math or grade of at least C in [1031 or 1051]; meets CLE req of Mathematical Thinking Core; 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 1051 is preferred.

Math 1142 Short Calculus
(Sec 010, 020); 4 cr; prereq 3 1/2 yrs high school math or grade of at least C in [1031 or 1051]; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom
Instructor: STAFF
Description: Overview: A one-semester tour of differential and integral calculus in one variable, and differential calculus in two variables. Does not involve any trigonometry. Emphasis on formulas and their interpretation and use in applications. Audience: Business, architecture, and agricultural science majors, and students who want some exposure to calculus. Does not serve as a prerequisite to any higher math course, but does satisfy the CLE Mathematical Thinking requirement.

Math 1151 Precalculus II
(Sec 001, 020, 030, 040); 3 cr; prereq 3 1/2 yrs high school math or placement exam or grade of at least C in [1031 or 1051]; Credit will not be granted if credit has been received for: 1155; credit will not be granted if credit received for: MATH 1155; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom
Instructor: STAFF
Description: Overview: Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities, applications; real and complex zeroes of polynomials; polar coordinates; DeMoivre’s
Math 1155 Intensive Precalculus
(Sec 010, 020); 5 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; Credit will not be granted if credit has been received for: 1031, 1051, 1151; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom
Instructor: STAFF
Description: Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas; composition, inverses of functions; transformations of graphs; linear and quadratic models; equations and inequalities involving polynomials and rational functions; exponentials and logarithms with applications. Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities; real and complex zeroes of polynomials; polar coordinates; DeMoivre’s Theorem; solutions of systems of equations by substitution and elimination; systems of inequalities; arithmetic sequences and geometric series. Fast paced one semester precalculus course. Math 1155=Math 1051 + 1151. Satisfies the prerequisite for Math 1271 and Math 1371 and also satisfies the CLE Mathematical Thinking requirement.

Math 1271 Calculus I
(Sec 001, 010, 030, 040, 050, 060, 070); Credit will not be granted if credit has been received for: MATH 1142, MATH 1142, MATH 1371, MATH 1371, MATH 1371, MATH 1571, MATH 1571H, MATH 1571H, MATH 1281, MATH 1281, MATH 1281; 4 cr; prereq 4 yrs high school math including trig or placement test or grade of at least C- in 1151 or 1155; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom
Instructor: STAFF
Description: Overview: Tangent lines; limits and continuity; differentiation: definition, basic rules, chain rule, rules for trig, exp and log functions; implicit differentiation; rates of change, max-min, related rates problems; 2nd derivative test; curve sketching; linear approximation and differentials; L'Hospital's rule; integration: definition, antidifferentiation, area; simple substitution; volumes of solids by cross sections and shells; work; average value of a function. Audience: The beginning of the standard course for students outside of IT. Also taken by IT students who need to start calculus in the middle of year. Students desiring only one semester of calculus should take Math 1142.

Math 1272 Calculus II
(Sec 001, 010, 020, 030, 050); Credit will not be granted if credit has been received for: MATH 1372, MATH 1372, MATH 1572, MATH 1572H, MATH 1252, MATH 1252, MATH 1282, MATH 1282, MATH 1282; 4 cr; prereq [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 curves and polar coordinates. Review of conic sections. Sequences and series, comparison and ratio tests, Taylor series and polynomials. Vectors in three dimensions, dot product, cross product, lines, planes, cylinders, quadric surfaces; cylindrical and spherical coordinates. Audience: Part of the standard calculus course for students outside of IT.

Math 2243 Linear Algebra and Differential Equations
(Sec 001, 020, 030); Credit will not be granted if credit has been received for: MATH 2373, MATH 2373, MATH 2373; 4 cr; prereq 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, nonhomogenous linear systems; phase plane analysis of 2x2 nonlinear systems near equilibria. Audience: Part of the standard 2nd year calculus course for students outside of IT.

Math 2263 Multivariable Calculus
(Sec 001, 010, 020); Credit will not be granted if credit has been received for: MATH 2374, MATH 2374, MATH 2573, MATH 2573H, MATH 3251, MATH 3251; 4 cr; prereq 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; prereq concurrent enrollment [2243 or 2263 or 2372 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 001-003); 4 cr; prereq [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 in 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, 002); 2 cr; A-F only; prereq Grade of at least C- in 3113;
Math 3283W Sequences, Series, and Foundations: Writing Intensive
(Sec 010); 4 cr; prereq Grade of at least C- in 3113; 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); Credit will not be granted if credit has been received for: MATH 2283, MATH 2283; 4 cr; prereq concurrent enrollment in [2243 or 2263 or 2373 or 2374]; meets CLE req of Writing Intensive; 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 8xxx-level courses requiring an analysis prerequisite. The sequence Math 5615-5616 is designed for that purpose.
Work load: 20 pages of reading per week
Exam format: Problems and proofs

Mathematics Education
145 Peik Hall: 612/625-6372

MthE 5993 Directed Studies in Mathematics Education
(Sec 001); 2 cr; max crs 3, 1 repeat allowed; S-N only; prereq Math ed MEd student, instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Secondary school classroom teaching project designed to improve specific teaching skills, planned by student and approved and directed by student's advisor as part of MthE program.

Mechanical Engineering
125 Mechanical Engineering: 612/625-0705

ME 3041 Industrial Assignment I
(Sec 001); 2 cr; A-F only; prereq ME upper div, enrolled in ME co-op program; meets DELM req of classroom
Instructor: Marple, Virgil A
Description: (2 cr per sem; prereq upper div ME, regis in Me co-op program; complete co-op sequence 3041, 4042, 4043 for credit req) Industrial work assignment in mechanical engineering co-op program. Evaluation based on student's formal written report covering the quarter's work assignment.
Class time: 100% On the job training
This information is accurate as of: 4/6/2005 at 11:38 AM

Work load: Full time work
Grade: 100% written reports/papers

ME 4031W Basic Mechanical Measurements Laboratory
(Sec 001); 4 cr; A-F only; prereq 3322, IE 4521, upper div ME; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Hubel PhD, Allison
Description: Experimental methods, instrumentation for engineering measurements, statistical estimates of experimental uncertainty, calibration, signal conditioning, selected transducers for mechanical measurements, data acquisition and processing, and presentation of results. Measurement of temperature, pressure, humidity, stress-strain, force, velocity and flow, and radiative properties.
Class time: 45% lecture, 55% Laboratory
Work load: 15 pages of reading per week, 2 exams, 13 papers
Grade: 14% mid-semester exam(s), 16% final exam, 60% written reports/papers, 10% Project
Exam format: Problem
Course URL: http://www.me.umn.edu/courses/me4031w

ME 4042 Industrial Assignment II
(Sec 001); 2 cr; A-F only; prereq ME upper div, enrolled in ME co-op program; 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 CLE 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

Medical Technology
15-170 Phillips Wangensteen Bldg (Box 609 Mayo): 612/625-9490

MedT 4082 Applied Clinical Chemistry
(Sec 001); 3 cr; S-N only; prereq 4310, 4311, 4320, 4321, enrolled MedT student, instr consent; 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
MeSt 3610 Topics in Medieval Studies: Women in Medieval Europe (Sec 002); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom
Instructor: Karras, Ruth Mazo
Description: This class will look at women's role in the family, politics, religion, work, and social movements in Europe from about 500-1500. We will look at how women are represented in various kinds of historical sources, including religious texts, art, literature, scientific studies, and law. We will discuss problems and opportunities in working with these different kinds of historical evidence. We will also discuss the meaning of "gender" and its role in history, and what the study of the Middle Ages can contribute to the field of women's history. When you complete this course you can expect improved skills in analysis of historical issues and evidence, and a better understanding of the role of women in past societies.
Class time: 75% lecture, 25% Discussion
Work load: 100 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, frequent informal writing (paragraph reponse to reading)
Grade: 15% mid-semester exam(s), 15% final exam, 40% written reports/papers, 10% lab work, 20% informal writing
Exam format: essays and ID's

Medieval Studies
131 Note Center: 612/626-0805

MeSt 3610 Topics in Medieval Studies: Chaucer (Sec 003); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom
Instructor: Farber, Lianna
Description: Geoffrey Chaucer has been considered the "father of English poetry" for almost six hundred years, but just what this approving tag might mean has varied considerably. Some have seen him as a consummate craftsman, others as a deep philosopher, still others as one of the greatest jokers of all times. The Victorians praised his religious stories while excising his bawdy tales of adulterous bed-hopping; later generations found the very fabliaux Victorians censored a salutary antidote to Victorian piety, showing a poet unafraid to engage with the world as it was. Chaucer's writing has been praised by some for its irony, by others for its earnestness; by some for its complex ambiguity, by others for its straightforward way with a good story. In this class we will reach our own conclusions by reading Chaucer's major works, paying attention along the way to his social, political, religious, literary and linguistic milieu.

MeSt 3610 Topics in Medieval Studies: Age of Constantine the Great (Sec 004); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom
Instructor: Nicholson, Oliver !!!UC Outstanding Teaching Award!!
Description: It is given to few deliberately to change the course of history. Constantine the Great (A.D. 306-37) was a conviction politician who adopted Christianity as his imperial religion and ended up making illegal the sacrifices which had been the core of Roman religion since time immemorial. The emperor seems to have thought the transition from paganism to Christianity would be easy; those who take this course will be able to consider how wrong he was. Constantine is at the centre of this course, but there is more to him, and to the course, than his religious revolution. We will range over the politics and culture of the years between about 250 and 363 A.D., considering the political and economic crisis of the Roman Empire in the 3rd century and its resolution by Constantine's immediate predecessors. Neoplatonic philosophy, the last Great Persecution of the Christians, art and literature as well as such phenomena as the rise of monasticism and the popularity of pilgrimage to the Holy Land. Nor will our focus be wholly on the Mediterranean Basin. We will use Persian sources to consider the politics, religion (Zoroastrianism) and art of the other great empire of the era, the Sassanian monarchy which ruled what is now modern Iran, Iraq and Afghanistan. We will consider the Germanic barbarians who threatened the Roman frontiers on the Rhine and Danube rivers. This vast diversity of folk we will read about, so far as is possible, in texts written at the time.
Class time: 100% lecture and discussion
Work load: 2 exams, 1 papers
Grade: 10% mid-semster exam(s), 40% final exam, 50% written reports/papers
Exam format: 'gobbets' - passages of ancient authors set for comment
MeSt 3610 Topics in Medieval Studies: History of Medieval Art  
(12/08); 3-4 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom  
Instructor: Steyaert, John W  
Description: History of Medieval Art - The course surveys major representative works of Medieval European architecture, sculpture, painting and the minor arts from Early Christian through Gothic (300-1400 C.E.). The material is presented in lectures illustrated by slides and supplemented by a study of originals in the Minneapolis Institute of Art. Principal textbook: H. W. Janson, History of Art. Lectures emphasize: 1. an analysis of important monuments in terms of salient characteristics of subject and style; 2. a discussion of their place in a historical development, conditioned by changing social function. Target audience: all undergraduates. No prior art history background is required. Students will use the Art History Department's Visual Resources Center Web Site.  
Class time: 75% lecture, 25% Discussion  
Work load: 30 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers  
Grade: 20% mid-semester exam(s), 50% final exam, 20% written reports/papers, 10% class participation  
Exam format: Slide identification and discussion; essay (on final, take-home essay)  

MeSt 3610 Topics in Medieval Studies: German Civilization & Culture: Middle Ages to 1700  
(02/01); 3-4 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom  
Instructor: Wakefield, Ray M  
Description: German Medieval Literature - German 3601 is an introduction to medieval German literature in translation and is intended for any student with an interest in the European Middle Ages. We'll start with a deep look at medieval culture, focussing on the chronological distance from our own era. Our tour back through the time will confront us with such topic areas as: the role of women, the perception of space, the processes of thought, the function of memory, Germanic culture in its relation to feudal-Christian culture, and, of course, the Crusades. Once we have set our minds medievally, we will read a selection of literary works from the high Middle Ages in Germany. These works will include the Nibelungenlied, Tristan by Wolfred von Eschenbach, a selection of courtly poetry, and the poems of Walter von der Vogelweide. Our final project will involve the reception of the Middle Ages in modern times. For this perspective, we will turn our attention to the Arthurian tradition, reading modern works of prose fiction and viewing films intended as popular.  
Class time: 30% lecture, 40% Discussion, 30%  
Work load: 40 pages of reading per week, 5 pages of writing per semester, 2 exams  
Grade: 30% mid-semester exam(s), 30% class participation, 40% Final Written Project  
Exam format: Oral Response  

MeSt 4610 Intermediate Topics in Medieval Studies: Novellistica  
(002); 3 cr; max crs 32, 8 repeats allowed; meets DELM req of classroom  
Instructor: Noakes, Susan J.  
Description: Introduction to the genre of short narrative known as the "novella." Initial discussion of what a literary genre is, especially what it implies as a kind of "contract" made between author and readers at a specific time; and of the characteristics of the Italian novella, including its differences from the Anglo-American "short story." Then, a kind of "archeological dig" into the history of this form, starting from the most accessible that is, the most recent) material, from the twentieth century, working back through each of the important earlier periods, to culminate in study of the form's origins in the late middle ages. Consideration of works by many authors, including Boccaccio, Sacchetti, Bandello, Basile, Deledda, Verga, Pirandello, Moravia, Pavese, and Calvino. Two hour-long essay exams, essay final exam, participation in class performance of a scene from a play related to a novella, oral report and related five-page analytical paper. Taught in Italian.  

MeSt 5610 Advanced Topics in Medieval Studies: Chaucer  
(005); 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: Farber, Lianna  
Description: Geoffrey Chaucer has been considered the "father of English poetry" for almost six hundred years, but just what this approving tag might mean has varied considerably. Some have seen him as a consummate craftsman, others as a deep philosopher, still others as one of the greatest jokers of all times. The Victorians praised his religious stories while excising his bawdy tales of adulterous bed-hopping; later generations found the very fabliaux Victorians censored a salutary antidote to Victorian piety, showing a poet unafraid to engage with the world as it was. Chaucer's writing has been praised by some for its irony, by others for its earnestness; by some for its complex ambiguity, by others for its straightforward way with a good story. In this class we will reach our own conclusions by reading Chaucer's major works, paying attention along the way to his social, political, religious, literary and linguistic milieu.  

MeSt 5610 Advanced Topics in Medieval Studies: The Icelandic Saga  
(003, 004); 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: Grimstad, Kaaren E  
Description: This course surveys the historical-fictional prose chronicles, known as sagas, written in 13th century Iceland, tales of the great heroes and families of late Viking-Age Iceland. A selection of these sagas are read and the task is to understand both how sagas are structured and what they tell us about medieval Icelandic society. Students will read some critical studies of sagas and participate in group discussions. Target audience includes undergraduates and non-majors, as well as graduates and majors. It is helpful if the student has some knowledge of another language, especially one with a complex grammar structure such as Latin or German.  
Class time: 50% lecture, 50% Discussion  
Work load: 100 pages of reading per week, 10-15 pages of writing per semester, 2 papers  
Grade: 80% written reports/papers, 20% class participation  

MeSt 5610 Advanced Topics in Medieval Studies: Old Norse Language & Literature  
(003, 004); 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: Grimstad, Kaaren E  
Description: This course is devoted to developing an understanding of the grammatical structure and acquiring a reading knowledge of Old Norse by reading texts. Translation techniques include both close reading of texts with parsing and rapid reading for content only. The target audience is broad: upper level undergraduates and graduates, both majors and non-majors. It is helpful if the student has some knowledge of another language, especially one with a complex grammar structure such as Latin or German.  
Class time: 100% translation of texts  
Work load: 30-50 lines of translation of texts per week  
Grade: 100% quizzes  
Exam format: passage to be translated with questions on grammar
MeSt 5610 Advanced Topics in Medieval Studies: Gender in Medieval Culture (Sec 002); 3 cr; max crs 15, 5 repeats allowed; prereq One yr work in some area of Middle Ages, reading knowledge of appropriate language, instr consent; meets DELM req of classroom
Instructor: Karras, Ruth Mazo
Description: In this graduate course, open to undergraduates by permission, we will read and discuss some of the recent scholarship on women, men, and gender in medieval Western Europe. We will spend substantial time focusing of women, because the feminine is the "marked" gender, but in addition to studying women's history, this course will consider how medieval culture construced both masculinity and femininity, and how useful gender is as a category of analysis of medieval culture. Topics to be considered include: family; religious life; the body; sexuality; work; political power; violence; the connection between literary representations and social practice. Students will write a research paper on a subject of their choice. Students should have some background either in medieval studies or in women's history/feminist theory; they need not have both.
Class time: 100% Discussion
Work load: 200 pages of reading per week
Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation

MeSt 5610 Advanced Topics in Medieval Studies: Middle High German (Sec 006); 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: Liberman, Anatoly
Description: Middle High German (MHG), a language spoken in Germany between roughly the 13th and the 16th centuries, was a medium of one of the greatest literatures in the history of Europe. The better one knows Modern German, the easier it is to master MHG, but one can learn it without any previous exposure to the language in its present state. We will be reading texts from an excellent anthology with an English glossary (it is the only book required) and translating passages from MHG lyrics and narrative poems. A single prose text will give the students an insight into the customs and legal practices of the time. There will be reading assignments for every class. The speed will be slow at first but will increase toward the middle of the semester, so that enough material will be covered to produce a viable picture not only of the MHG language but also of MHG literature. Attendance is crucial. There will be a midterm and a final. Those who express an interest in writing a Plan B paper on a MHG subject will be offered a variety of subjects to choose from.
Class time: 50% lecture, 50% Discussion
Work load: 2 exams
Grade: 30% mid-semester exam(s), 50% final exam, 20% class participation

Microbiology
1460 Mayo (Box 196): 612/624-6190

MicB 4001 Microorganisms and Disease (Sec 001); 2 cr; prereq [4 cr biol sci or instr consent ]; non-microbiology major; meets DELM req of classroom
Instructor: Johnson, Russell C
Description: Pathogenic fungi, bacteria and viruses, mechanisms by which they cause disease, host response to infection, disease control, and emerging infectious diseases. The sequence of topics covered is bacteria, structure and function, anti-microbial agents, host/parasite relationships, non-specific host defenses, acquired immunity, immunological disorders (hypersensitivities, autoimmune diseases), pathogenic fungi, bacteria and viruses. A collection of images of pathogenic microorganisms and the diseases they cause is used throughout the course. This course is primarily designed for undergraduate students of nursing, public health, dental hygiene and other health sciences. Not open to microbiology majors.

This information is accurate as of: 4/6/2006 at 11:38 AM
Mil 1001 Military Science I Leadership Lab  
(Sec 001); 1 cr; prerequisite 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 1003 Military Science II Leadership Lab  
(Sec 001); 1 cr; prerequisite 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 1005 Military Science III Leadership Lab  
(Sec 001); 1 cr; prerequisite 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 1007 Military Science IV Leadership Lab  
(Sec 001); 1 cr; prerequisite Enrollment in 3140; 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.

Mil 1010 Introduction to ROTC  
(Sec 001, 002); 1 cr; prerequisite Enrollment in 1001; meets DELM req of classroom  
Instructor: STAFF  
Description: This course focuses on learning leadership fundamentals in both a classroom and field environment preparing students for the challenges of leadership in college and after graduation regardless of chosen career field. Increased self-confidence through team study and activities; learning leadership and team building fundamentals and about the United States Army and the ROTC program.

Mil 1220 Self/Team Development  
(Sec 001, 002); 2 cr; A-F only; prerequisite Enrollment in Basic Course; meets DELM req of classroom  
Instructor: STAFF  
Description: Prepares students for the transition from an ROTC Basic Course Cadet to an ROTC Advanced Course Cadet. Focus is on individual and small team leadership development, problem solving, understanding group dynamics and increased self confidence.

Mil 3130 Leading Small Organizations I  
(Sec 001); 3 cr; prerequisite Enrollment in Advanced Course; meets DELM req of classroom  
Instructor: STAFF  
Description: Instruction and case studies which builds leadership competencies and military skills in preparation for future responsibilities as army officers. Specific instruction in the principles of war, decision-making processes, planning models, and risk assessment. Advanced leadership instruction focuses on motivational theory, the role and actions of leaders, and organizational communications.

Mil 3140 Leadership Challenges and Goal Setting  
(Sec 001); 3 cr; prerequisite Enrollment in Advanced Course; meets DELM req of classroom  
Instructor: STAFF  
Description: Develop staff skills and learn to work as part of a team. Plan, coordinate and conduct cadet battalion operations and training. Assess organizational effectiveness and develop strategies to improve it. Learn to manage resources and further develop leadership skills. Refine counseling and motivating techniques. Identify and resolve ethical dilemmas as a leader and on the modern battlefield. Refine your understanding of the importance of studying military history. Refine writing and briefing skills.

Mort 3970 Directed Studies  
(Sec 001); 3 cr; prerequisite department consent; meets DELM req of classroom  
Instructor: STAFF  
Description: A writing intensive independent study course, evaluating the student's research and analysis skills. This course is open to ROTC advanced course students only.

Work load: 30 pages of writing per semester  
Grade: 100% written reports/papers

Mortuary Science  
A-275 Mayo (Box 740): 612/624-6464

Mort 3018 Funeral Practice  
(Sec 001); 3 cr; A-F only; prerequisite Mortuary science major; meets DELM req of classroom  
Instructor: Mathews, Michael Clark  
Description: A study of the practice of funeral service arrangements and the conduct of funerals, including different types of funeral ceremonies, cemetery types and eligibility, obituary writing and use of computers in funeral service.

Class time: 80% lecture, 5% Closed Circuit TV, 15% Discussion  
Work load: 25 pages of reading per week, 4 exams  
Grade: 60% mid-semester exam(s), 20% final exam, 10% special projects, 5% in-class presentations, 5% class participation  
Exam format: Multiple choice

Mort 3021W Funeral Service Psychology  
(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 is designed to provide an understanding of one's own awareness of death, as well as the grief responses of others who have experienced the death of another person. Literature will be studied to examine history in an attempt to build a background for current thoughts about dying and death; but primarily, current psychological data will be examined, which will help to understand both our individual and societal reactions to death. Prerequisite General Psychology course recommended; majors and non-majors.

Class time: 60% lecture, 40% Discussion  
Work load: 50 pages of reading per week, 25 pages of writing per semester, 3 exams, 3 papers  
Grade: 25% mid-semester exam(s), 25% final exam, 50% in-class
University of Minnesota – Class Schedule for Twin Cities Campus

Fall 2005

Mus 1001 Fundamentals of Music
(Sec 001-005); 3 cr; prereq For non-music majors; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Tibbetts, Steven Patrick
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 1051 Piano for Nonmusic Majors I
(Sec 001-007); 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 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; pedaling; 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, 40% special projects, 40% quizzes, 10% class participation
Exam format: Individual keyboard performance (plus some written theory).

Mus 1052 Class Piano for Non Music Majors II
(Sec 001, 002); 2 cr; meets CLE req of Other Humanities Core; 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; pedaling; 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 1151 Piano: Class Lessons I
(Sec 001-005); 2 cr; A-F only; prereq Music major, instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Mus 1151 Piano: Class Lessons I. A beginning course for freshman music majors or minors with limited keyboard background. Co-requisite for freshman music theory. Taught by graduate assistants in an electronic piano lab. Emphasis is on functional skills, such as reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and repertoire. Includes lecture, group and individual performance, and some individual instruction. Text: "Group Piano for Adults Book I" by Lancaster and Renfrow, 2nd ed. Mus 1151 covers Units 1-13. Students with previous piano background should contact the School of Music for information regarding placement or credit by exam.
Class time: 10% lecture, 90% Laboratory
Work load: 1 hour practice daily
Grade: 25% mid-semester exam(s), 25% final exam, 40% quizzes, 10% class participation
Exam format: individual keyboard performance

Mus 1155 Keyboard Skills I
(Sec 001); 2 cr; A-F only; prereq [Keyboard major or music major], extensive keyboard background, instr consent; meets DELM req of classroom
Instructor: Shockley, Rebecca P
Description: Mus 1155 Keyboard Skills I. A functional piano skills course for freshman keyboard majors and other music majors with extensive keyboard background, to be taken with freshman music theory. Emphasis is on reading, transposing, harmonizing, improvising and playing by ear, along with keyboard theory, technique and repertoire. Taught in an electronic piano lab. (Advanced non-keyboard majors may substitute one semester of Mus 1521 for Mus 1151-2 with instructor permission.) Text: Harmonization at the Piano (6th ed.) by Franzenpohl plus supplementary materials. 1521 covers chapters 1-6 plus 3-part vocal scores.
Class time: 10% lecture, 90% Laboratory
Work load: 1 hour practice daily
Grade: 30% mid-semester exam(s), 30% final exam, 30% quizzes, 10% class participation
Exam format: individual keyboard performance

Mus 1260 Voice Class
(Sec 001-005); 2 cr; max crs 4; prereq Basic musicianship for learning and performing simple songs; meets DELM req of classroom
Instructor: Ware, D Clifton
Description: Course Objectives: 1) To work on the basic skills of presentations
Exam format: Multiple choice, matching, essay

Music
100 Ferguson Hall: 612/624-5740

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singing, including vocal technique (in speech and singing) and solo vocal performance. 2) To work on self-improvement by developing greater self-awareness, confidence, and expressivity. 3) To become more appreciative of the vocal art as a cultural force in a civilized world.

Course Materials: Required: 1) "Adventures in Singing", text/song anthology by D. Clifton Ware, McGraw-Hill, 2nd ed., 1998, and 2) "Adventures in Singing", cassette tapes/CDs (of song accompaniments), McGraw-Hill, 2nd ed., 1998 (optional for students who have sufficient musical skills). Expectations and Requirements: 1) Regular, prompt attendance and preparation. 2) Enthusiastic participation in class discussion and activities. 3) Performance of three solo songs during the 15-week term, one (the first) as student's choice, and three songs from the "AIS" song anthology (or songs approved by the instructor). All are to be performed from memory. 4) Maintenance of a notebook or file for class notes, handouts, performance critiques, personal vocal log/journal (submitted weekly, and class-related business. 5) Three to four written critiques of approved solo vocal events. 6) Completion of eight chapter quizzes covering the readings and topics discussed in class.

Class time: 25% lecture, 50% 25% performance
Work load: 10 pages of reading per week, 10 pages of writing per semester, 9 exams, 2-3 papers, 9 chapter quizzes; 2 or 3 performance critiques, of 1 to 2 pages each; log/journals and performance reports
Grade: 0% 25% attendance, preparation & participation; 25% song performance (studied and memorized); 25% written class participation in class discussion and activities. 3) Performance of three (or nine) chapter quizzes; 25% vocal log/journal and critiques of 3 or 4 solo classical vocal events

Mus 1471 Guitar: Class Lessons I
(Sec 001-016); 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; prereq [Music major or instr consent], permission number; 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 1801W Music, Society, and Cultures
(Sec 001); 3 cr; A-F only; prereq [Music major or instr consent], permission number; meets CLE req of International Perspectives Theme; meets DELM req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: This course, taught by Professor Mirjana Lausevic, is designed to enable the students to understand how other people conceptualize music, how musicians across the globe learn, perform and incorporate music into their personal lives and the social fabric of their communities. The students will learn how musical instruments and human voices are employed to serve particular societal needs, and how musical organization both reflects and shapes cultural values. Using musical case studies from around the world, we will explore differences in aesthetics that stem from different lifestyles and values. Music will be used as a starting point for understanding how different societies operate, how they cope with life and death, how they make sense of daily life and the universe. The course objectives will be accomplished through lectures, lots of listening, some hands-on musical experience, selected readings, assigned concert attendance and video viewing. This course is primarily for undergraduate majors.
Class time: 50% lecture, 25% Discussion, 25% workshops, video viewing, concert attendance
Work load: 30 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 papers, several short assignments (1-2 pages)
Grade: 30% written reports/papers, 10% special projects, 30% quizzes, 30% class participation
Exam format: quizzes, written reports

Mus 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: Romney, Kathy Saltzman
Description: Chorus 3230/5230, includes the University Women's Chorus, Men's Chorus, Concert Choir and Choral Union and is open to undergraduate and graduate majors and non-majors. Auditions are held at the beginning of each semester in Ferguson Hall. Information can be obtained by calling the Music School at (612) 624-5056. The choral ensemble provides a basis for understanding vocal music by examining the creative process from the perspective of both the performer and listener. Through the medium of performance, the course explores form and content as shaped by the elements of language, cultural and historical context, and the stylistic development of musical thought and ideas from the Middle Ages through the Twentieth Century. Programming over the course of the year reflects...
concerts which include sacred and secular literature from the Western European tradition, works of living composers, music which is both unaccompanied and accompanied, and culturally diverse repertoire from within the United States, Canada, South America, Africa, Asia, etc. Projects may also include inter-disciplinary elements, such as narration, movement and the visual arts. Concerts include campus performances, convention presentations, touring and collaborations with other colleges, the Minnesota Orchestra, University faculty and ensembles.

**Mus 3263 German Diction for Singers**
(Sec 001): 1 cr; A-F only; prereq Voice or choral music major, concurrent enrollment in applied voice; meets DELM req of classroom

- **Instructor:** Del Santo, Jean Marie
- **Description:** This course is designed for undergraduate vocal music majors and collaborative piano majors only. Prerequisites are M3261 and M3262. All students must be concurrently enrolled in applied voice or piano lessons. A large portion of class time is dedicated to performance in class and critiques of performances by instructor and peers. It is expected that students registering for this course have a working knowledge of the International Phonetic Alphabet. Topics included in class: Rules for German lyric pronunciation of song texts; IPA transcriptions of songs and arias; Performance of three German songs for critique; Reading of German operatic texts in class and viewing of German opera videos.

- **Assignments:** Five listening assignments; Selected readings from various reference sources; Memorization of selected German vocabulary; Preparation of songs to be performed in class.
- **Class time:** 25% lecture, 25% laboratory, 50% performances in class
- **Work load:** 5-10 pages of reading per week, 5 exams, Written reports of listening assignments
- **Grade:** 20% mid-semester exam(s), 20% final exam, 20% quizzes, 30% in-class presentations, 10% class participation
- **Exam format:** Short answer, fill in blank, transcriptions

**Mus 3340 Jazz Ensemble**
(Sec 001-003): 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 auditions, you will be assigned to an ensemble and must obtain a "magic number" in order to register. You must register in order to play in a University Jazz Ensemble.
- **Class time:** 100% rehearsal/performance

**Mus 3350 Jazz Combo**
(Sec 001-005): 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq Audition, instr consent; 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% rehearsal/performance

**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:** Kirchoff, Craig James
- **Description:** A select ensemble comprising the University's finest graduate and undergraduate wind and percussion musicians. Performs 5 to 6 concerts on and off campus each academic year. Admission by audition only.
- **Class time:** Work load: practice and performance
- **Grade:** 0% rehearsal preparation and performance

**Mus 3440 Chamber Ensemble**
(Sec 001-013): 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 Quintets (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

**Mus 3518 Review of Ear-Training and Sight-Singing**
(Sec 001): 1 cr; A-F only; prereq Theory Placement Exam; meets DELM req of classroom

- **Instructor:** STAFF
- **Description:** A course intended for transfer and graduate music majors who, based on the Placement Exam for Entering Students, requireremediation in ear-training and sight-singing. Mus 3518 covers at a fast pace the ear-training content of Mus 1502 (Theory II) and Mus 3501 (Theory III). After Mus 3518, the sequence continues with Mus 3502 (for students who need both theory and ear-training review for the contents of Theory IV) or Mus 3511 (for students who need only ear-training review for the contents of Theory IV).
- **Class time:** 40% Discussion, 50% Laboratory, 10% sight-singing auditions
- **Work load:** 10 pages of reading per week, 3 exams
- **Grade:** 20% mid-semester exam(s), 20% final exam, 10% quizzes, 50% sight-singing auditions
- **Exam format:** dictation

**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

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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 Alcantara; 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: Romey, Kathy Saltzman

Description: Chorus 3230/5230, includes the University Women's Chorus, Men's Chorus, Concert Choir and Choral Union and is open to undergraduate and graduate majors and non-majors. Auditions are held at the beginning of each semester in Ferguson Hall. Information can be obtained by calling the Music School at (612) 624-5056. The choral ensemble provides a basis for understanding vocal music by examining the creative process from both the perspective of the performer and the listener. Through the medium of performance, the course explores form and content as shaped by the elements of language, cultural and historical context, and the stylistic development of musical thought and ideas from the Middle Ages through the Twentieth Century. Programming over the course of the year reflects concerts which include sacred and secular literature from the Western European tradition, works of living composers, music which is both unaccompanied and accompanied, and culturally diverse repertoire from within the United States, Canada, South America, Africa, Asia, etc. Projects may also include inter-disciplinary elements such as narration, movement and the visual arts. Concerts include campus performances, convention presentations, touring and collaborations with other colleges, the Minnesota Orchestra, University faculty and ensembles.

Class time:

Work load: 3-5 rehearsals each week; 2-3 dress rehearsals; 1-3 performances; one observation of outside rehearsal or concert and a reaction paper; limited reading/listening assignments

Grade: 0% 25% attendance of rehearsals/performances;25% repertoire preparation;25% demonstrated understanding/application of course materials and techniques;25% participation, presentation and performance.

Exam format: reaction paper and final performances replace final exam

Mus 5250 Opera Workshop and Ensemble
(Sec 001, 002); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq audition, instr consent; meets DELM req of classroom

Instructor: Walsh, David Alan

Description: The Opera Workshop is designed to provide performance-oriented opera and music theatre singers with theoretical and practical instruction in opera stagecraft. The course will combine theatre games and exercises, improvisations, script readings, plus rehearsal of selected opera and music theatre repertoire appropriate to the skill development of the individual student. The 'non-production' nature of this course means that the student has the possibility of exploring and 'trying things out'. This class will be determined on the basis of audition and will be restricted to juniors and seniors in the undergraduate programme.

Class time: 20% Discussion, 80% Practical instruction in stagecraft

Work load: Primarily in-class work. Some outside homework in terms of preparation of scene work, including character research and musical preparation, will be required.

Grades: 20% in-class presentations, 80% class participation

Exam format: There are no formal exams. The in-class presentation and the presentation of improvs, script readings and scene studies will be the basis for grading the students accomplishments and progress.

Mus 5340 Jazz Ensemble
(Sec 001-003); 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 001-012); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq audition, 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 5480 University Brass Choir
(Sec 001); 1 cr; max crs 8, 8 repeats allowed; prereq audition, instr consent; meets DELM req of classroom

Instructor: Baldwin, David B

Description: The University Brass Choir is an active performing ensemble, performing several times during the Spring Semester at various churches and concert halls in the area. The group has a unique repertoire which spans 500 years from Renaissance music to avant garde music of recent years. The ensemble is usually composed of 14 to 18 undergraduate and graduate students.

Class time:

Work load: preparation of music

Grade: 0% class participation

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 5591 Electronic Music: History, Literature, Principles
(Sec 001): 3 cr; A-F only; prereq instr consent, at least jr; meets DELM req of classroom
Instructor: Geers, Doug
Description: This course, the first of a two-semester sequence, is an accelerated investigation of music technology for composition, aimed primarily towards composers. Topics discussed will include the essentials of psychoacoustics and digital sound; a historical overview of electroacoustic music composition, including detailed analysis of selected works; an introduction to studio hardware and recording; digital audio editing and mixing; theory and use of digital synthesis and signal processing; and an introduction to computer-specific composition techniques.
Class time: 60% lecture, 10% Discussion, 30% Laboratory
Work load: 30-40 pages of reading per week, 10 pages of writing per semester, weekly quizzes on readings and several studio projects
Grade: 5% written reports/papers, 50% special projects, 10% quizzes, 10% class participation, 15% lab work, 5% problem solving, 5%
Exam format: No exams, but several studio projects of large scope

Music Education
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MuEd 3301 Teaching Elementary Vocal and General Music
(Sec 001): 3 cr; A-F only; prereq Music ed major; meets DELM req of classroom
Instructor: Addo PhD, Akosua O
Description: This course is designed to prepare you with materials, strategies and the field experience to plan and implement instruction for global arts understanding among elementary school children. Taking this course will, through experiential learning, prepare you to integrate international music and culture perspectives while planning and implementing sequential elementary music instruction. To be enrolled in this course, you must have completed the course sequence for Music Theory and Music History, and MusA 1401 Piano skills. A special focus of the course is international content and perspectives. Comparing and contrasting how the following approaches: Ghanaian traditional methods of teaching, Carl Orff (Austria), Zoltan Kodaly (Hungary), and Edwin Gordon (USA) have informed elementary music instruction in North America. This course engages students in inter cultural immersion and constructively address cultural perspectives in US general music classrooms.
Class time: 20% lecture, 40% Discussion, 40% Laboratory
Work load: projects
Grade: 5% final exam, 30% written reports/papers, 5% special projects, 40% in-class presentations, 20% problem solving
Exam format: Essay
Course URL: http://webet3.umn.edu/script/mued3301

MuEd 3350 Student Teaching in Classroom Music
(Sec 001): 4-8 cr; max crs 8, 1 repeat allowed; A-F only; prereq Music ed major, instr consent; 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 3805 Applications of Music Therapy II: Music Therapy in Long Term Care and Psych
(Sec 001): 4 cr; A-F only; prereq Music therapy major or instr consent; meets DELM req of classroom
Instructor: Furman, Charles E
Description: Methods and materials for music therapy in school and hospital settings; designing and implementing programs for severely and moderately handicapped children and adults. (4 credits)
Class time: 33% lecture, 33% Discussion, 33% simulation
Work load: 3 pages of reading per week, 20 pages of writing per semester, 10 papers, + 2 client journals each week and 2 field visits each week
Grade: 0% 33% academic readings and assignments; 33% laboratory simulations; group leading; jury; 33% field experiences; data reporting

MuEd 3855 Music Therapy Internship
(Sec 001): 6 cr; S-N only; prereq Music therapy major, instr consent; meets DELM req of classroom
Instructor: Furman, Charles E
Description: A six month internship is required once all coursework is completed. This can be completed in Minnesota, or other sites listed on the AMTA website. This involves working with a registered music

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Leadership and Management I

Nav 4401W Leadership and Management I (Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course is an advanced level of study of organizational behavior and management designed to prepare students to balance leadership and management in their role as junior officers in the fleet. This course stresses learner-centered processes, such as collaboration, experiential exercises, reflective writing and group discussion. After an overview of Leadership and Management in Organizations, we will use this learning system to examine the leadership process in the context of the dynamic interaction of The Leader, the Followers, and The Situation. Case study discussions are sequenced throughout the course to illustrate the relevance of key concepts presented in preceding sessions and relate these ideas to the real-life experiences. The course’s theory to application model provides a scholarly framework complemented by direct application in each session. The custom textbook includes classic readings by prominent thinkers from numerous academic disciplines as well as thoughts from great military leaders like Vice Admiral James B. Stockdale, General Walt Ulmer, General S.L.A. Marshall and Major General Perry Smith. This course is designed to arm students with an understanding of the fundamental theoretical concepts of leadership and management, and to give students a set of practical leadership tools that can be derived from the theoretical concepts.

**Class time:** 100% 100% of time is spent at a facility working with a registered music therapist

**Work load:** 30 pages of writing + assignments assigned by clinical training director; 10 papers + pages assigned by clinical training director

**Grade:** 100% 100% of grade is determined by the clinical training director and the head of the music therapy program

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The Psychology of Music will help you become familiar with basic psychological and psychoacoustical processes involved in human behavior. You should become proficient in understanding and describing socio-cultural effects and influences on musical behavior, music acoustics, music perception/cognition, aesthetic considerations, affect, preference, performance, ability, and the influence of music on human behavior, as well as basic research methodologies and problems relating to the psychology of music.

**Class time:** 40% lecture, 40% Discussion, 10% Laboratory, 10% field trips, films

**Work load:** 25 pages of reading per week, 13 pages of writing per semester, 5 exams, 5 brief research reports

**Grade:** 10% final exam, 20% quizzes, 40% in-class presentations, 15% class participation, 20% problem solving

**Exam format:** Essay

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Naval Science

203 Armory: 612/625-6677

Nav 4401W Leadership and Management I (Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course is an advanced level of study of organizational behavior and management designed to prepare students to balance leadership and management in their role as junior officers in the fleet. This course stresses learner-centered processes, such as collaboration, experiential exercises, reflective writing and group discussion. After an overview of Leadership and Management in Organizations, we will use this learning system to examine the leadership process in the context of the dynamic interaction of The Leader, the Followers, and The Situation. Case study discussions are sequenced throughout the course to illustrate the relevance of key concepts presented in preceding sessions and relate these ideas to the real-life experiences. The course’s theory to application model provides a scholarly framework complemented by direct application in each session. The custom textbook includes classic readings by prominent thinkers from numerous academic disciplines as well as thoughts from great military leaders like Vice Admiral James B. Stockdale, General Walt Ulmer, General S.L.A. Marshall and Major General Perry Smith. This course is designed to arm students with an understanding of the fundamental theoretical concepts of leadership and management, and to give students a set of practical leadership tools that can be derived from the theoretical concepts.

**Class time:** 100% 100% of time is spent at a facility working with a registered music therapist

**Work load:** 30 pages of writing + assignments assigned by clinical training director; 10 papers + pages assigned by clinical training director

**Grade:** 100% 100% of grade is determined by the clinical training director and the head of the music therapy program

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MuEd 5011 Music in the Elementary Classroom Curriculum

(Sec 001, 002); 2 cr; prereq Mus 1001, elem ed grad student, dept consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course is designed to prepare pre-service teachers with materials and strategies to plan and integrate multi-cultural music instruction for elementary school children. Students will need a tuning fork = A, soprano recorder with Baroque-English fingering and one blank VHS videotape. Students will sing, play instruments, sight read and conduct.

**Class time:** 20% lecture, 40% Discussion, 40% Laboratory

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

**Grade:** 5% final exam, 20% quizzes, 40% in-class presentations, 15% class participation, 20% problem solving

**Exam format:** Essay

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MuEd 5669 Psychology of Music

(Sec 001); 3 cr; A-F only; prereq Psy 1001 or Psy 3604 or instr consent; meets DELM req of classroom

**Instructor:** Haack, Paul A

**Description:** The Psychology of Music will help you become familiar with basic psychological and psychoacoustical processes involved in human behavior. You should become proficient in understanding and describing socio-cultural effects and influences on musical behavior, music acoustics, music perception/cognition, aesthetic considerations, affect, preference, performance, ability, and the influence of music on human behavior, as well as basic research methodologies and problems relating to the psychology of music.

**Class time:** 40% lecture, 40% Discussion, 10% Laboratory, 10% field trips, films

**Work load:** 25 pages of reading per week, 13 pages of writing per semester, 5 exams, 5 brief research reports

**Grade:** 10% final exam, 25% written reports/papers, 15% special projects, 40% quizzes, 10% lab work, 0% 4 quizzes

**Exam format:** objective and short essay

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NSc 5461 Cellular and Molecular Neuroscience

(Sec 001); 4 cr; A-F only; prereq NSc grad student or instr consent; meets DELM req of classroom

**Instructor:** Newman, Eric A

**Description:** Goals of the course: 1) To understand the principles of cellular and molecular neuroscience that underlie the function of cells in the nervous system. 2) To study key molecules in the nervous system and learn how they determine cellular properties. 3) To understand the basic principles of neurophysiology and cell biology that underlie cell signaling and communication in the nervous system. 4) To learn about molecular, genetic, cellular, and electrophysiological approaches to studying the nervous system in health and disease. 5) To learn how to read the primary literature critically and to give effective oral presentations. 6) To learn how to write a concise review of a scientific topic based on primary journal articles.

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

**Work load:** 30 pages of reading per week, 40 pages of writing per semester, 4 exams, 1 papers

**Grade:** 10% written reports/papers, 35% class participation, 55% 4 experiments

**Exam format:** Essay

**Course URL:** http://www.courses.ahc.umn.edu/medical-school/NeuroScience/5461/

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NSc 5561 Systems Neuroscience

(Sec 001); 4 cr; A-F only; prereq NSc grad student or instr consent; meets DELM req of classroom

**Instructor:** Honda, Christopher N

**Description:** This is an advanced lecture and laboratory course on the principles of organization of neural systems designed for graduate students or advanced undergraduate students in neuroscience or related fields. The objective of this course is to provide a contemporary understanding of neural systems forming the basis for sensation and movement, as well as sensory-motor and neural-endocrine integration. The course is a team-taught comprehensive survey of sensory, motor, autonomic, limbic, and neuroendocrine systems. A combination of lecture and laboratory instruction will stress the relationships between structure and function in the nervous system.

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

**Work load:** 40 pages of reading per week, 4 exams, 3 hours lecture/week, 3 hours lab/week

**Grade:** 35% lab work, 65% lecture information

**Exam format:** multiple choice, essay, laboratory practical

**Course URL:** http://www.courses.ahc.umn.edu/medical-school/NeuroScience/5561/

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Nsci 4105 Neurobiology Laboratory I  
(Sec 001, 002); Credit will not be granted if credit has been received for: PHSL 3105, BIOL 3105, NSC 3105, BIOL 3105, NSC 3105, BIOL 3105, NSC 3105, BIOL 3105, BIOL 3105, NSC 3105, BIOL 4105, BIOL 4105; 2 cr; A-F only; prereq [3101 or Biol 3101 or Phsl 3101], [3102W or Biol 3102W], instr consent; credit will not be granted if credit received for: 3105, Biol 3105, Biol 4105, Phsl 3105; meets DELM req of classroom  
Instructor: Branton, W Dale  
Description: This course serves as an introduction to the principles, methods, and laboratory exercises for investigating neural mechanisms and examining experimental evidence. This course constitutes a part of the core curriculum for Neuroscience majors and is designed to supplement and reinforce the objectives of NSC 3101 by emphasizing experimental approaches to understanding the brain. The course will provide an introduction to the development and structure of the vertebrate brain and the various experimental techniques available for this study. Topics include: Comparative gross and cell anatomy of invertebrate and vertebrate nervous systems; gross dissection of fish and mammalian brains; use of experimental histochemistry and fluorescent tracers to study brain circuitry, neurons and synaptic connections in the rat brain; small animal surgery and microdissection; use of fluorescent, confocal and dissecting microscopes; use of stereotaxic brain atlas. Students can expect 4 hours of laboratory and 2 hours for preparation and analysis per week. The main theme of the course is to learn by observation. The specific observations you make will be mostly self-directed and guided by a written assignment each week. There will be only a limited number of specific exercises with detailed instructions, the rest will depend on your initiative.  
Class time: 5% lecture, 95% Laboratory  
Work load: laboratory notebook and one laboratory project with presentation  
Grade: 50% written reports/papers, 20% class participation, 30% final oral presentation of laboratory project  
Course URL: http://www.neurosci.umn.edu/courses/4105/4105-home.html

Nsci 4105 Neurobiology Laboratory I  
(Sec 003); Credit will not be granted if credit has been received for: PHSL 3105, BIOL 3105, NSC 3105, BIOL 3105, NSC 3105, BIOL 3105, NSC 3105, BIOL 3105, BIOL 3105, BIOL 4105, BIOL 4105; 2 crs; A-F only; prereq [3101 or Biol 3101 or Phsl 3101], [3102W or Biol 3102W], instr consent; credit will not be granted if credit received for: 3105, Biol 3105, Biol 4105, Phsl 3105; meets DELM req of classroom  
Instructor: Dubinsky, Janet M  
Description: This course serves as an introduction to the principles, methods, and laboratory exercises for investigating neural mechanisms and examining experimental evidence. This course constitutes a part of the core curriculum for Neuroscience majors and is designed to supplement and reinforce the objectives of NSC 3101 by emphasizing experimental approaches to understanding the brain. The course will provide an introduction to the development and structure of the vertebrate brain and the various experimental techniques available for this study. Topics include: Comparative gross and cell anatomy of invertebrate and vertebrate nervous systems; gross dissection of fish and mammalian brains; use of experimental histochemistry and fluorescent tracers to study brain circuitry, neurons and synaptic connections in the rat brain; small animal surgery and microdissection; use of fluorescent, confocal and dissecting microscopes; use of stereotaxic brain atlas. Students can expect 4 hours of laboratory and 2 hours for preparation and analysis per week. The main theme of the course is to learn by observation. The specific observations you make will be mostly self-directed and guided by a written assignment each week. There will be only a limited number of specific exercises with detailed instructions, the rest will depend on your initiative.  
Class time: 5% lecture, 95% Laboratory  
Work load: laboratory notebook and laboratory project with presentation  
Grade: 50% written reports/papers, 20% class participation, 30% final oral presentation of laboratory project  
Course URL: http://www.neurosci.umn.edu/courses/4105/4105-home.html

Nsci 4167 Neuroscience in the Community  
(Sec 001); 1-3 cr; A-F only; prereq instr consent; 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 Writing Intensive; meets DELM req of classroom  
Instructor: STAFF  
Description: Individual study of selected topics with emphasis on readings and use of scientific literature. This course is writing intensive. Students will have the opportunity to write a review article on a topic in their discipline of interest. They will learn to survey the current literature in a specific area of research, organize the data available relevant to the research topic, and effectively communicate this information in their paper. Also, students will draw conclusions from their investigations of the research topic and suggest directions for future research. Students are required to write a 10-15 page paper in the format of a scientific review article. An extensive survey of the literature will be required in order to present the most current information in the selected research area. This course is graded pass/fail, and the final grade is based on successful completion of the review article.  
Work load: 45 hrs per credit per semester  
Grade: 100% written reports/papers  
Course URL: http://www.neurosci.umn.edu/courses/4793W/4793-home.html

Nsci 4794W Directed Research: Writing Intensive  
(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; no more than 7 cr of [4793, 4794, 4993, 4994] may count toward major requirements; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: STAFF  
Description: This course consists of laboratory or field investigation of selected areas of research, done under the direction of a faculty mentor. The course is writing intensive. Students will have the opportunity to present the results of their research in the format of a review article.  
Work load: 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/4794W/4794W-home.html

This information is accurate as of: 4/6/2005 at 11:38 AM
Norwegian
205 Folwell Hall: 612/625-2080

Nor 1001 Beginning Norwegian
(Sec 001-003); Credit will not be granted if credit has been received for: NOR 4001, NOR 4001; 5 cr; meets DELM req of classroom
Instructor: STAFF
Description: This course continues the presentation of Norwegian language skills begun in 1001-2 (or quarter courses 1101-2-3). At this level, students will be reading and listening to more advanced authentic Norwegian material and will expand and refine vocabulary and knowledge of grammar. The 1003-4 course sequence will prepare students for the Graduation Proficiency Test (GPT) that will be taken toward the end of 1004. Students will practice the four language skills (speaking, writing, reading, and listening). Class sessions will emphasize interactive communicative activities in pairs and small groups; additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Norway is an integral part of the course. See description for Nor 4003 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.
Class time: 10% lecture, 70% Discussion, 20% Laboratory
Grade: 50% written reports/papers, 50% oral/aural
Exam format: written essays, listening and reading protocols, structural exercises, oral interviews

Nor 1003 Intermediate Norwegian
(Sec 001, 002); Credit will not be granted if credit has been received for: NOR 4003, NOR 4003; 5 cr; prereq 1002; meets DELM req of classroom
Instructor: STAFF
Description: This course continues the presentation of Norwegian language skills begun in 1001-2 (or quarter courses 1101-2-3). At this level, students will be reading and listening to more advanced authentic Norwegian material and will expand and refine vocabulary and knowledge of grammar. The 1003-4 course sequence will prepare students for the Graduation Proficiency Test (GPT) that will be taken toward the end of 1004. Students will practice the four language skills (speaking, writing, reading, and listening). Class sessions will emphasize interactive communicative activities in pairs and small groups; additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Norway is an integral part of the course. See description for Nor 4003 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.
Class time: 10% lecture, 70% Discussion, 20% Laboratory
Grade: 50% written reports/papers, 50% oral/aural
Exam format: written essays, listening and reading protocols, structural exercises, oral interviews

Nor 4001 Beginning Norwegian
(Sec 001-003); Credit will not be granted if credit has been received for: NOR 1001, NOR 1001; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom
Instructor: STAFF
Description: See the course description for Nor 1001. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Nor 1001 under the number Nor 4003 for 2 credits. Contact the department office, (612) 625-2080, for permission.

Nor 4003 Intermediate Norwegian
(Sec 001, 002); Credit will not be granted if credit has been received for: NOR 1003, NOR 1003; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom
Instructor: STAFF
Description: See the course description for Nor 1003. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a
OCS 550 National Student Exchange: Off-Campus Study
(Sec 001); 0 cr, 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.

OCS 1550 National Student Exchange: Off-Campus Study
(Sec 001); 1-15 cr; max crs 15, 3 repeats allowed; S-N only; prereq dept consent; 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.

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.

OMS 3056 Operations Planning and Control
(Sec 001); 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, Materiel Requirements Planning (MRP), Just-in-Time, and theory of constraints.

Phil 5201 Symbolic Logic I
(Sec 001); 4 cr; prereq 1001 or instr consent; meets DELM req of classroom
Instructor: Hanson, William H !!Morse Alumni Award!!
Description: This course is an introduction to the fundamentals of symbolic logic. It is intended for students who have already had some exposure to the subject, such as that offered in Phil 1001. Topics will include syntax and semantics of first-order languages, translation from English to first-order languages and vice versa, natural deduction proofs, truth trees, and some basic results of meta-theory (soundness and completeness of the natural deduction system). Requirements will include exercises to be handed in on a regular basis and five exams (including the final exam).
Class time: 60% lecture, 40% Discussion
Exam format: Mostly problem solving, some short answer

Phil 5993 Directed Studies
(Sec 001, 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.

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:

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**PE 1007 Beginning Swimming**  
*(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom*

**Description:** This course is designed to introduce students to basic aquatic safety and to teach the fundamentals of swimming and hydrodynamics. Students will: gain a basic understanding of the principles of hydrodynamics and stroke mechanics; be introduced to the five basic strokes; demonstrate basic aquatic skills; read about the concepts of hydrotherapy for disabilities and other conditions; and gain knowledge of opportunities which exist for competitive activities and for a lifetime enjoyment of aquatics. The required textbook is American Red Cross "Swimming and Diving". This same text will be used for both PE 1007 and PE 1107. Students will be swimming and practicing in the pool for every class meeting with the exception of written exam days. Students are welcome to attend more than one section of class for extra practice time.

**Class time:** 10% lecture, 90% in-water practice  
**Work load:** 20 pages of reading per week, 4 exams  
**Grade:** 20% mid-semester exam(s), 20% final exam, 25% quizzes, 35% class participation  
**Exam format:** Written exams: 25 questions multiple choice; practical quizzes: in-water skills test

**PE 1014 Conditioning**  
*(Sec 001-009); 1 cr; OPT No Aud; 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 001-009); 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 1029 Handball**  
*(Sec 001-003); 1 cr; OPT No Aud; meets DELM req of classroom*

**Instructor:** Hiber, Matthew Frank  
**Description:** This course has been designed as an introductory level activity program for handball players. Its intent is to familiarize students with the rules of handball and teach the fundamental skills of this challenging sport. Daily activities will focus on entry-level drills, playing games, and learning appropriate handball etiquette. Students will be expected to purchase handball gloves, handballs, and protective eyewear.

**Class time:** 10% lecture, 90% skills and activities  
**Work load:** 2 exams, Compete in one handball tournament or four handball club matches

**Grade:** 10% mid-semester exam(s), 10% final exam, 80% class participation, 0% Compete in one handball tournament or four club matches  
**Exam format:** short answer

**PE 1031 Sabre Fencing**  
*(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom*

**Instructor:** STAFF  
**Description:** Basic Sabre techniques, movement, a general overview of fencing as a recreational sport and an Olympic sport, and the history of fencing.

**Class time:** 10% lecture, 90% Laboratory  
**Work load:** 2 exams  
**Grade:** 10% final exam, 90% lab work  
**Exam format:** multiple choice

**PE 1032 Badminton**  
*(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom*

**Instructor:** STAFF  
**Description:** This is a beginning-level class designed to introduce the student to the basic fundamentals of badminton. The following topics will be covered: badminton terminology, game rules of singles and doubles, services, shots, returns, and basic strategies. The text for the course will be "Badminton Today" by Wadood and Tan (1990). General requirements for the course are: 1) assigned reading which the student will be able to apply during on-court exercises; 2) be able to document information learned in class and from readings in the form of a written final exam; and 3) demonstrate court skills which are evaluated through on-court performance assessments.

**Class time:** 10% lecture, 90% Laboratory  
**Work load:** 2 exams  
**Grade:** 10% final exam, 90% lab work  
**Exam format:** multiple choice

**PE 1033 Foil Fencing**  
*(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom*

**Instructor:** STAFF  
**Description:** Fencing fundamentals, including basic foil techniques, movement, a general overview of fencing as a recreational sport and an Olympic sport, and the history of fencing.

**Class time:** 10% lecture, 90% Laboratory  
**Work load:** 2 exams  
**Grade:** 10% final exam, 90% lab work  
**Exam format:** multiple choice

**PE 1034 Judo**  
*(Sec 001, 002); 1 cr; OPT No Aud; meets DELM req of classroom*

**Instructor:** Crone, Tom  
**Description:** The judo class instructs students in the basic skills of throwing, grappling (matwork), choking and arm lock techniques, and falling skills. These are the basic skills used in contest judo, and also have personal defense application of a very realistic and practical nature. Students are also given an appreciation of the evolution of judo from Jiu-Jitsu, and they learn the fundamental rules and scoring of contests. Action videos are used both for instruction of techniques and appreciation of contests. The principles of judo and its philosophy as they apply to daily life enhancement, are also covered.

**Class time:** 5% lecture, 5% Discussion, 90% 2 handouts, 1 page each, spring semester-class booklet required  
**Work load:** 2 exams, A 25 page Judo booklet is required reading  
**Grade:** 25% mid-semester exam(s), 25% final exam, 50% class participation  
**Exam format:** Matching, multiple choice, true/false

**PE 1035 Karate**  
*(Sec 001-003); 1 cr; OPT No Aud; meets DELM req of classroom*

**Instructor:** Fusaro, Robert L  
**Description:** This course will introduce the student to Japanese Shotokan Karate (traditional karate); a style of karate that is natural and functional. Students will learn proper posture and methods to develop power and control utilizing feet, legs, and hips. The principal of body dynamics, which Shotokan Karate is noted for, will enable a person of 100 pounds or less to develop power capable of defending themselves against a person of greater size and weight. Shotokan
Karate is a non-contact martial art in which no protective gear or gloves of any type is worn. Therefore, control is essential. Men, women, and children can participate in this exhilarating martial art without fearing for their well-being. Structural foundation is essential for developing a delivery system for blocking, kicking, and punching. Techniques which are basic elements of self-defense. These movements will be reviewed throughout the entire semester. A portion of the latter half of the course will be devoted to application of these basic techniques. Purchase of GI uniform is mandatory. There will be a physical test on basic movements worked on during the semester 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 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.

Grade: 25% mid-semester exam(s), 25% final exam, 50% class participation
Exam format: multiple choice, true/false, short answer
PE 1043 Beginning Horse Riding
(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 1055 Golf
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: Proper grip, stance, ball address, swing, club selection, psychologival management, rules, and etiquette. Basic instruction in analyzing, assisting with, and coaching golf.
Class time: 15% Discussion, 85% drill and play
Work load: 10 pages of reading per week, 2 exams
Grade: 35% final exam, 30% class participation, 35% lab work
Exam format: short answer

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.
University of Minnesota – Class Schedule for Twin Cities Campus  Fall 2005

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: 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% mid-semester exam(s), 30% final exam, 20% written reports/papers, 30% class participation
Exam format: multiple choice, true/false, multiple choice, short answer

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 001-005); 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 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 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

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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 1306 Lifeguard Training
(Sec 001): 1 cr; OPT No Aud; prereq [Proficiently swim 500 meters, at least 17 yrs old] or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Lifeguard training is a class for anyone aged 17 and 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

Physical Medicine and Rehabilitation
500 Boynton Health Service (Box 297 Mayo): 612/626-4050

Pmed 1002 Orientation to Physical Therapy
(Sec 001); 1 cr; S-N only; 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.

Physics
148 Tate Laboratory of Physics: 612/624-7375

Phys 1001W Energy and the Environment
(Sec 100): 4 cr; prereq 1 yr high school algebra; meets CLE req of 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

Phys 1101W Introductory College Physics I
(Sec 100, 200); 4 cr; prereq 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: 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, 10% lab work, 5% problem solving, 0% The workload, grade and effort percentages in this document are subject to change on the syllabus.
Exam format: A combination of short written statements, multiple choice, and quantitative problem solving.
Course URL: http://www.physics.umn.edu

Phys 1201W Introductory Physics for Biology and Pre-medicine I
(Sec 100, 200); Credit will not be granted if credit has been received for: PHYS 1301, PHYS 1301W, PHYS 1301W, PHYS 1301W, PHYS 1401, PHYS 1401V, PHYS 1401V, PHYS 1501W; 5 cr; prereq [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: STAFF
Description: This is the first semester of a 2 semester course is designed primarily for biological science and premed students. A course in calculus taken previously or simultaneously is required, especially a basic knowledge of derivatives. Other calculus will be developed as needed. The course emphasizes an understanding of the fundamental principles of physics and their use in solving complex quantitative problems of the type found in biological applications. The first semester develops the concept of a system and the use of
conservation principles and the properties of interactions to determine the behavior of a system. The importance of energy transfer between objects in a system and between systems will be emphasized especially within the framework of thermodynamics. Students will be expected to solve problems using important physical quantities such as mass, charge, energy, momentum, force, and kinematics in a variety of applications.

**Class time:** 55% lecture, 15% Discussion, 30% Laboratory

**Work load:** 15-20 pages of reading per week, 15 pages of writing per semester, 5 exams, 5 pages

**Grade:** 40% final exams, 30% written reports/papers, 30% quizzes, 5% class participation, 10% lab work, 5% problem solving

**Exam format:** Quantitative descriptive problems

**Course URL:** http://www.physics.umn.edu

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**Phys 1202W Introductory Physics for Biology and Pre-medicine II**

(Sec 100); Credit will not be granted if credit has been received for: PHYS 1302, PHYS 1302W, PHYS 1302W, PHYS 1302W, PHYS 1402, PHYS 1402V, PHYS 1402V; 5 cr; prereq 1201; meets CLE req of Biological/Pre-med 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:** 35% final exam, 10% written reports/papers, 50% quizzes, 5% lab work

**Exam format:** Multiple choice and problems

**Course URL:** http://www.biophysics.umn.edu/~classes/1202

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**Phys 1301W Introductory Physics for Science and Engineering I**

(Sec 100, 300, 400, 500); Credit will not be granted if credit has been received for: PHYS 1201, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1401, PHYS 1401, PHYS 1401V, PHYS 1401V, PHYS 1501W, 4 cr; prereq 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:** STAFF

**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 the way the real world works 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:** 20 pages of reading per week, 4 exams, 7 lab reports

**Grade:** 35% final exam, 15% quizzes, 25% lab work, 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

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**Phys 1302W Introductory Physics for Science and Engineering II**

(Sec 200); Credit will not be granted if credit has been received for: PHYS 1202, PHYS 1202W, PHYS 1202W, PHYS 1202W, PHYS 1301W, PHYS 1402V, PHYS 1402V, 4 cr; prereq 1301, 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 disc 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

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**Phys 1401V Honors Physics I**

(Sec 001, 010-016); Credit will not be granted if credit has been received for: PHYS 1201, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1301W, PHYS 1301W, PHYS 1301W, PHYS 1301W, PHYS 1501W, 4 cr; prereq IT honors or consent of IT honors office; 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:** STAFF

**Description:** This is the first of a three semester introductory course in physics for students in the IT Honors Program. 1401V/1402V/2403H is designed to prepare you for work in your field by: having a solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. This course requires you to understand the material in depth; it will go at a pace faster than Physics 1301W and at a higher mathematical level. The emphasis will always be on the application of physics 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. Students should have the ability and desire to use mathematics not yet introduced in math class. Discussion and lab included.

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

**Work load:** 20 pages of reading per week, 30 pages of writing per semester, 7 exams, 7 labs

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Phys 1905 Freshman Seminar: Einstein for Everyone (Sec 003); 2 cr; max crs 6; A-F only; prereq Fr; meets DELM req of classroom
Instructor: Border, Pete Mac
Description: Modern video game worlds are more realistic than they have ever been before, and physics is an important part of that realism. Objects in the game world must move in a convincing manner, and simulating motion requires a knowledge of the physics behind the motion. This course is about the physics required to make a realistic video game, and how to simulate that physics on a computer. Students will design and make their own simple video games on a computer. The course grade will depend on projects chosen by the student. Students will be taught enough programming to write scripts for a physics-based program. Previous programming experience, high school physics, and exposure to some calculus will help, but are not a requirement.
Class time: 25% lecture, 75% Discussion
Work load: 10 pages of reading per week, 10 programming projects
Grade: 75% written reports/papers, 25% in-class presentations
Exam format: no exams

Phys 1905 Freshman Seminar: Physics for Game Developers (Sec 001); Credit will not be granted if credit has been received for: PHYS 2403, PHYS 2403V, PHYS 2403H, PHYS 2403, PHYS 2503, PHYS 2503, PHYS 2505; 4 cr; prerequisite 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
Work load: 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
This course assumes a good working knowledge of the concepts and skills in Physics 1302W. Because of the nature of this material, this course will be more abstract and mathematical than previous physics courses. This course is recommended for physics majors and others planning to take Phys 2601 as their introduction to quantum physics.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 20 pages of reading per week, 4 exams, weekly problem sets

**Grade:** 40% final exam, 60% quizzes

**Exam format:** A combination of quantitative problem solving and qualitative questions.

**Course URL:** http://www.physics.umn.edu
Phys 4303 Waves, Optics, and Relativity
(Sec 001); 3 cr; prereq 4001, 4002; meets DELM req of classroom
Instructor: STAFF
Description: This course will cover a variety of topics on waves, electromagnetic radiation, and special relativity. Applications will include topics like tsunamis, radiation back-reaction, and space travel.
Class time: 100% lecture
Work load: 3 exams, weekly problem sets
Grade: 30% final exam, 70% problem solving
Exam format: Final exam is problem solving
Course URL: http://www.physics.umn.edu

Phys 4611 Introduction to Space Physics
(Sec 001); 3 cr; prereq 2601, 4001, 4002; meets DELM req of classroom
Instructor: STAFF
Description: An introduction to the study of space plasma physics. Topics will include basic plasma physics, particle acceleration in space plasmas, the aurora on Earth and other planets, magnetic reconnection, solar physics, planetary magnetospheres, plasma and MHD waves, the solar wind. There will be several textbooks and readings from current journal articles.
Class time: 75% lecture, 25% Discussion
Grade: 25% mid-semester exam(s), 50% final exam, 20% problem solving
Exam format: Problem solving
Course URL: http://www.physics.umn.edu

Phys 5001 Quantum Mechanics I
(Sec 001); 4 cr; prereq 4101 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Part I of a year-long course sequence in quantum mechanics for first-year graduate students in physics and other fields. Familiarity with quantum mechanics at the level of an upper division undergraduate physics course in the subject, such as Physics 4101, will be assumed. The course will include such topics as the Schroedinger Equation and the general formalism of quantum mechanics, bound state and scattering problems in one and three dimensions, angular momentum, the hydrogen atom, approximation methods in stationary and time dependent problems, and the interaction of electromagnetic radiation with atoms.
Class time: 75% lecture, 25% Discussion
Work load: 15 pages of reading per week, 3 exams
Grade: 40% final exam, 40% quizzes, 20% problem solving
Exam format: problems to be solved
Course URL: http://www.physics.umn.edu

Phys 5011 Classical Physics I
(Sec 001); 4 cr; prereq 4001, 4002 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This is the first semester in a year sequence of Classical Physics, intended primarily for first-year graduate students. Preparation at the level of Phys 4001-4002 is assumed. Classical Mechanics, including Lagrange's approach to various physics problems, relativity, and and nonlinear phenomena are covered in the fall semester.
Class time: 80% lecture, 20% Discussion
Work load: 35 pages of reading per week, 3 exams, 13 problem sets
Grade: 33% final exam, 32% quizzes, 35% problem solving
Exam format: problem solving
Course URL: http://www.physics.umn.edu

Phys 5041 Analytical and Numerical Methods of Physics I
(Sec 001); 4 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: The course introduces students to some of the more advanced mathematical methods most widely used in physics. The emphasis is on the analytical methods and their computational implementation using symbolic calculations software, such as Mathematica. Basic numerical methods are presented with the emphasis on the ways to evaluate their accuracy and effectiveness. Major topics to be covered include complex analysis, Fourier transforms, probabilities, and asymptotics. An additional goal of the course is to expose the students to the use of mathematics in contemporary physics research.
Class time: 90% lecture, 10% Discussion
Work load: 30 pages of reading per week, 3 exams, 1 problem set per week
Grade: 25% mid-semester exam(s), 25% final exam, 50% problem solving
Exam format: Problem solving
Course URL: http://www.physics.umn.edu

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Phsi 3095 Problems in Physiology
(Sec 001); 1-5 cr; max crs 20, 20 repeats allowed; prereq concurrent enrollment in college physiology, instr consent; meets DELM req of classroom
Instructor: Bloom, George R
Description: Individualized study in physiology. Students will address a selected problem in physiology through library or laboratory research under the guidance of Physiology faculty. This course may stand alone or be used to augment other regular courses in physiology.

Phsi 4095 Honors Problems in Physiology
(Sec 001); 2-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq concurrent enrollment 3071, physiology honors candidate, director of undergraduate studies in physiology consent; meets DELM req of classroom; meets HON req of Honors
Instructor: Bloom, George R
Description: Honors students in physiology pursue a selected topic in physiology on an individual basis through library or laboratory research under the guidance of physiology faculty. Open only to undergraduate honors candidates in physiology. Not suitable for graduate credit.

PBio 4321 Taxonomy of Minnesota Flora
(Sec 001); 3 cr; prereq Biol 2022 or Biol 3007; meets DELM req of classroom
Instructor: Cushing, Edward J
Description: The identification of common vascular plants of Minnesota and surrounding region. Emphasis is on the use of technical keys and comparison with herbarium specimens rather than on-sight recognition. By the end of the course, students should be able to (1) Describe an unknown plant with proper morphological terms; (2) Identify the plant to species from the keys and descriptions given in Gleason & Cronquist's "Manual"; and (3) Explain how it differs from similar species. They should also know the distinguishing characteristics of the most common plant families and selected genera. Both native and naturalized species are used as examples. Students are expected to describe, identify, press, and label 30 plants that they have collected in the field. Ten of those are to be mounted in the form of voucher specimens to be deposited in a herbarium. One 1-hour lecture and two 2-hour labs per week. One Saturday field trip is required. Laboratory sessions will include a survey of common plant families, the practice identification of unknown plants, occasional field trips on or near campus, and time to identify personal collections with the instructor's supervision. Textbooks: (1) Smith, J.P. Jr., 1977, "Vascular Plant Families"; (2) Gleason, H.A. & Cronquist, A., 1995, "Manual of Vascular Plants of Northeastern United States and Adjacent Canada." A hand lens is also required.
Class time: 18% lecture, 73% Laboratory, 9% field trip
Work load: 15 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, Students will give one oral presentation per semester.
Grade: 30% mid-semester exam(s), 35% final exam, 15% written reports/papers, 18% quizzes, 10% class participation, 8% One group oral presentation.
Exam format: Exam format is a mixture of multiple choice, true/false and short answer (from a few words to a 1/2 page).

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.

PBio 5514 Plant Molecular Biology
(Sec 001); 3 cr; prereq BioC 3021 or Biol 3021 or Biol 4003 or BioC 4332 or equiv; Credit will not be granted if credit has been received for PBio 5414; meets DELM req of classroom
Instructor: Gibson, Sue
Description: This class is targeted towards advanced undergraduate students and graduate students majoring in any field of biology who wish to learn about plants and/or molecular biology. This course will use the primary scientific literature and readings from a textbook to survey a wide variety of topics in plant molecular biology, genetics, developmental biology, and biotechnology. Students will investigate the use of transgenic plants in research and the potential benefits and pitfalls of genetically modified plants in agriculture. Students will have 2 or 3 reading assignments each week. These reading assignments will consist of a research article, review article or selected readings from a textbook. The course will expose students to a variety of topics in modern plant molecular biology. They will write and defend before the class an ~ 10 page application that proposes to create a transgenic plant with some perceived value to society (small group project). This is expected to be a relatively small course, where the students will have significant opportunities to participate in class discussions and to get to know their instructors.
Class time: 70% lecture, 30% Discussion
Work load: 40-50 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, Students will give one oral presentation per semester.
Grade: 17% mid-semester exam(s), 35% final exam, 12% written reports/papers, 18% quizzes, 10% class participation, 8% One group oral presentation.
Exam format: Exam format is a mixture of multiple choice, true/false and short answer (from a few words to a 1/2 page).

Plant Pathology
495 Borlaug Hall: 612/625-8200

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 5090 Issues in Plant Pathology
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom
Political Science
1414 Social Sciences Tower: 612/624-4144

Pol 1001 American Democracy in a Changing World
(Sec 003); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom; meets DELM req of partially internet based
Instructor: Johnson, Timothy
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: what are the fundamental characteristics of American political institutions and the people who run them? how do the rules of the game (institutional rules and norms) affect politics? what is the relationship between the government and "the people," and does it live up to the ideals of democracy? 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 be a more informed citizen, whether you want to be or not (and hopefully you will want to be!).
Class time: 80% lecture, 20% Discussion
Work load: 50-75 pages of reading per week, 6-10 pages of writing per semester, 3 exams, 3 papers
Grade: 45% mid-semester exam(s), 22% final exam, 33% written reports/papers
Exam format: Multiple Choice
Course URL: http://www.polisci.umn.edu/courses/spring2005/1001/002/

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: Disch, Lisa J !!Morse Alumni Award; Arthur Motley Exemplary Tch Awd!!
Description: This course is an introductory-level political theory class for political science majors and non-majors that assumes no prior knowledge of political theory. The readings address this fundamental political question: "What is the secret to a well-ordered and lasting political community?" We no longer appeal to nature to justify our political institutions, and we have thoroughly rejected the notion that political rule should be the perogative of an educated elite. Instead, we derive political legitimacy from popular consent. But who are the people? And what counts as consent? We will explore these questions through works by Plato, Jean-Jacques Rousseau, Derrick Bell and Jean-Jacques Rousseau. This information is accurate as of: 4/6/2006 at 11:38 AM
others. The course uses participatory learning strategies to convey the material.

**Class time:** 80% lecture, 20% Discussion  
**Work load:** 50 pages of reading per week, 25 pages of writing per semester, 1 exam, 2 papers, 3 microthemes  
**Grade:** 30% final exam, 65% written reports/papers, 5% problem solving  
**Exam format:** essay

**Pol 1903 Freshman Seminar: Inequalities, Representation, & Group Politics**  
(SEC 001); 3 cr; prereq Fr or no more than 30 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom  
**Instructor:** Strolovitch, 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 diverse 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 interest groups, paying close attention to the voices that are and are not represented in the policy process. We consider issues such as: What constitutes a political/social group? An interest? How persistent are inequalities in various spheres of US politics? Within American representative democracy, under what conditions are groups best able to have their interests represented and to improve their conditions?  
**Class time:** 30% lecture, 70% Discussion  
**Work load:** 2 exams  
**Grade:** 25% mid-semester exam(s), 25% final exam, 35% written reports/papers, 15% class participation, 0% Reading responses  
**Exam format:** Short essays

**Pol 3070 Faculty-Supervised Individual Field Work**  
(SEC 001); 1-13 cr; max crs 13, 1 repeat allowed; A-F only; prereq instr consent, dept consent; meets DELM req of classroom  
**Instructor:** 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 (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](http://www.polisci.umn.edu/courses/fall2001/3080/001/kiosk.asp)

**Pol 3210 Practicum**  
(SEC 001); 1-3 cr; max crs 6, 6 repeats allowed; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom  
**Instructor:** Farr, James  
**Description:** 4210 for 3 credits; 3210 for 2 credits; must be taken together. Pol 4210 enters the public debates about citizenship, democracy, and education by focusing on the role of universities and schools. It asks and tries to answer crucial questions: Why does democracy depend on citizens and education? How can students become more engaged as citizens with public lives? What is (or is not) democratic about today's universities and schools? Where can U of M students make a difference? In a relatively small seminar setting, we will take up these questions by reading some important works of democratic theory and some on the state of civic education today.  
**Class time:** 30% lecture, 70% Discussion  
**Work load:** 2 exams  
**Grade:** 25% mid-semester exam(s), 25% final exam, 35% written reports/papers, 15% class participation, 0% Reading responses  
**Exam format:** Short essays

**Pol 3477 Political Development**  
(SEC 001); 3-4 cr; max crs 4, 1 repeat allowed; prereq 1054 or 3051 or instr consent; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom  
**Instructor:** Caraway, Teri Lynn  
**Description:** How do we explain the vast disparities of wealth between North and South? Why have some countries in the post-colonial world, in particular those of East Asia, experienced stunning economic growth, while those in others parts of the world, most notably in Africa, been stuck in a development rut? This course will explore contending answers to these difficult but important questions. We will do so not only through discussions of theories of development and underdevelopment, but also through examining these issues concretely in four regions of the world (East Asia, Southeast Asia, Latin America, and Africa) and through the discussion of three “hot topics”?: the Asian financial crisis of 1997, geography as destiny, and the impact of natural resource wealth on economic growth. This course will be web enhanced. The URL will be announced later.  
**Class time:** 50% lecture, 25% Discussion, 25% videos  
**Work load:** 80 pages of reading per week, 8-10 pages of writing per semester, 2 exams, 1 paper  
**Grade:** 33% mid-semester exam(s), 33% final exam, 33% written reports/papers  
**Exam format:** Multiple choice (20%), short answer (30%), take-home essay (50%)

**Pol 3491 Film and Latin American Politics**  
(SEC 001); 3 cr; prereq 1054 recommended; meets DELM req of classroom  
**Instructor:** Samuels, David Julian  
**Description:** In this course we will examine how important political problems in Latin America are treated in film. We will view and discuss
both popular Hollywood films as well as films made in (and rarely for) Latin America. This class is organized around several themes, including the Drug War, Immigration, U.S. Policy in Central America, Politics in Cuba, and Authoritarianism and Problems of Post-Authoritarian Politics. We will attempt to understand the way in which films represent political ideology, construct political identity, and foster or limit the terms of debate about political issues. We will explore in particular how both Hollywood directors and Latin American filmmakers attempt to re-tell history. Questions we will attempt to address include how films reflect popular images and opinions about Latin America over the years, how these images have changed with the times, whether movies serve to maintain the status quo or can act as catalysts of political transformation. Classes will center around viewing and then discussing each film. Although there are no prerequisites for this class, it is targeted at students interested in Latin American politics, and students will be required to read about 50-100 pages of political science readings per week, in addition to viewing and discussing one film per week. Note: this class is not a course in film theory, and discussion will not generally center around issues related to semiotics of film.

Class time: 35% lecture, 65% Films
Work load: 50-100 pages of reading per week, 10-12 pages of writing per semester, 2 exams, 1 papers
Grade: 60% mid-semester exam(s), 40% written reports/papers
Exam format: Essay

Pol 3739 Politics of Race, Class, and Ethnicity
(Sec 001); 3 cr; prereq 6 cr in soc sci; meets CLE req of Cultural Diversity Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Nimtz Jr, August H !!!CLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: What similarities are there, if any, between the conflicts in the former Yugoslavia, South Africa, Northern Ireland, Rwanda, and Palestine/Israel? Why does racial and ethnic conflict persist in so many regions of the world? To what extent does racial conflict in the U.S. reflect the increasing disparities in wealth? How is racial/ethnic oppression similar and different from sexual oppression? These are some of the questions that this course will address and attempt to answer. This will be done primarily through a comparative analysis of racial/ethnic/class conflict in the U.S., South Africa, and Cuba with particular attention on the experiences of Blacks in the three countries.
Class time: 75% lecture, 25% Discussion
Work load: 100 pages of reading per week
Grade: 25% mid-semester exam(s), 50% final exam, 25% written reports/papers
Exam format: Essay.

Pol 4473 Chinese Politics
(Sec 001); Credit will not be granted if credit has been received for: EAS 4473; 3 cr; max crs 4, 1 repeat allowed; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Kellner, Daniel R !!!Morse Alumni Award, John Tate Award Ugrad Adv!!
Description: After analyzing the revolutionary and ideological origins of China’s political system, this class focuses on fundamental conflicts in Chinese politics: fights over the democracy movement, class divisions, urban - rural competition, gender issues, and capitalist vs. socialist development strategies. The approach of the course is from the bottom up: my goal is for students to gain a sense of how ordinary Chinese experience politics. The course also makes regular comparisons with politics and society in the United States and other countries. Students with no knowledge of China and no political background are welcome. ( In most cases I am happy to sign overriders so you can take the class without the prerequisites mentioned in the catalogue.) 4 cr.
Class time: 60% lecture, 30% Discussion, 10% Films
Work load: 120 pages of reading per week, 10-12 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 30% final exam, 35% written reports/papers, 15% special projects
Exam format: Essays

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 4771 Racial Attitudes and Intergroup Conflict
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Federico, Christopher Michael
Description: Race continues to be one of the defining fault lines in American politics. Most obviously, the existence of racial inequality has enormous consequences for any given individual’s social and economic standing. However, it also has had an enormous impact on the pattern of attitudes and beliefs which have served as the backdrop for many of society’s most pressing political debates and conflicts. The purpose of this course is to provide students with an introduction to how political scientists have studied racial attitudes and the larger problem of inter-ethnic conflict in American society. We will begin with a look at the historical circumstances which have given rise to the major research questions in the area, and a look at the methods political scientists and others have used to answer these questions. From there, we will look at the major research perspectives in the area, and see how well they actually explain public opinion on matters of race. In doing so, we will also get a look at some of the major controversies in this area of study, particularly the issues of (1) whether the “old-fashioned racism” of the pre-civil-rights era has been replaced by new forms of racism and (2) the degree to which debates over racial policy are shaped by racism, race-neutral political values, or some combination thereof.
Class time: 80% lecture, 20% Discussion
Work load: 100-150 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 1 papers
Grade: 30% mid-semester exam(s), 35% final exam, 25% written reports/papers, 10% class participation
Exam format: Short answers and essays

Pol 4900W Senior Paper
(Sec 001); 1 cr; A-F only; prereq Pol sr, instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Can be attached to any 3XXX or 4XXX course (with the instructor’s agreement). A 10-15 page paper is submitted for evaluation/advice by instructor, then revised for final submission.
Work load: 10-15 pages of writing per semester, 1 papers
Port 1101 Beginning Portuguese
(Sec 001); 5 cr; meets DELM req of classroom
Instructor: STAFF
Description: Introduction to Portuguese: speaking and understanding, pronunciation, reading and writing, basic grammar, cultural aspects of the language and Portuguese-speaking countries (Portugal, Brazil, Mozambique, Angola, Cape Verde, Guinea Bissau, and Sao Tome and Principe).

Port 1103 Intermediate Portuguese
(Sec 001); 5 cr; prereq 1102 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Intermediate Portuguese: Speaking and comprehension, development of reading and writing skills based on Portuguese-language materials, cultural and linguistic aspects of Portuguese-speaking countries (Portugal, Brazil, Mozambique, Angola, Cape Verde, Guinea Bissau, and Sao Tome and Principe).

Port 3001 Portuguese for Spanish Speakers
(Sec 001, 002); 4 cr; prereq [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: 160 lecture, 160 Discussion, 100 film screenings
Work load: 20 pages of reading per week, 20 pages of writing per semester, 4 exams, 8 papers
Grade: 15% mid semester exam s, 20% final exam, 20% written reports/papers, 10% 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).

Port 3502W Foundations of Brazilian Culture
(Sec 001); Credit will not be granted if credit has been received for: PORT 3402, PORT 3502V, PORT 3502V, LAS 3502W; 3 cr; prereq 3003 or equiv; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: This course will offer a vision of Brazilian culture, history, and politics, as seen primarily through foundational literary works from the nineteenth and twentieth centuries. We will focus on the time period immediately after the arrival of the Portuguese royal family to Brazil in 1808 until today, a time when globalization is re-defining territorial, economic, and political borders, while the mass-media (for good or ill) plays a powerful homogenizing role from a cultural standpoint. Aside from novels, short stories, poetry, and criptical readings, our course will also include several paradigmatic films that will help us sort through the main thematics that will be explored, namely: national identity, authoritarianism, the role of women, social exclusion, dictatorship, and modernization. This course will be taught by visiting professor Lucia Helena.
Class time: 40% lecture, 30% Discussion, 10% film screenings
Work load: 200+/- pages of reading per week, 25+ pages of writing per semester, 7 short critical papers

Port 5530 Brazilian Literary and Cultural Studies
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom
Instructor: STAFF
Description: "From URARICOERA to JARDIM BRASIL": Brazil through modernist and postmodernist narrative - Through a postcolonial perspective and in dialogue with the field of Cultural Studies, we will explore the images of Brazil and of Brazilian culture suggested by a series of modern and postmodern novels. The main objective in this course is to explore how such narratives offer a critical evaluation of the utopias of Romanticism and modernization as they pertain to Brazil, at the same time as we determine how these utopias bring Brazil into a transnational dialogue. We will also connect this discussion to the two main stages within the formation of the concept of the nation-state, from its origins in the eighteenth century in England and France until the era of globalization which is re-defining the map of the world today. This course will be taught by visiting professor Lucia Helena.
Class time: 40% lecture, 40% Discussion
Work load: 300 pages of reading per week, 20-30 pages of writing per semester, 1 papers
Grade: 50% written reports/papers, 20% in-class presentations, 30% class participation

Port 5970 Directed Readings
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq MA or PhD candidate, instr consent, dept consent, college consent; 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

Psy 1001 Introduction to Psychology
(Sec 001, 026); 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

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**Psy 1001 Introduction to Psychology**

(Std 036); 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:** Brothén, Thomas J

**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/

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**Psy 3005W Introduction to Research Methods and Statistics**

(Std 001, 012-014); 4 cr; A-F only; prereq 1001, [soph or jr or sr]; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Psy3005W is an introduction to the basic concepts and procedures used to conduct and evaluate research, especially research in the social sciences. Emphasis is placed on understanding the benefits and limitations of traditional research methods, using statistics to describe and interpret research outcomes, and evaluating scientific claims. During class students listen to lectures, participate in small group activities, and participate in experiments. In this Writing Intensive course, students receive feedback on their writing assignments to improve their technical writing abilities. Psy3005W is appropriate for both majors and non-majors, and is required for Psychology majors and minors. Successful students will have completed a general psychology course (Psy 1001) or equivalent, have at least sophomore standing, and have a working knowledge of basic Algebra.

**Class time:** 60% lecture, 10% Discussion, 30% Laboratory

**Work load:** 40 pages of reading per week, 45 pages of writing per semester, 5 exams, 6 papers, 10 quizzes; 8 statistical computation assignments; required attendance and group participation

**Grade:** 41% mid-semester exam(s), 17% final exam, 30% written reports/papers, 12% class participation, 0% for 3 exams (7% per exam)

**Exam format:** multiple choice and short answer

**Course URL:** http://vista.umn.edu

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**Psy 3011 Introduction to Learning and Behavior**

(Std 001); 3 cr; prereq 1001; meets CLE req of Social Science Core; meets DELM req of classroom

**Instructor:** Peterson, Gail Burton | UCLA Distinguished Tchng Award

**Description:** Basic methods and findings of research on learning and behavioral change. Survey of 20th century theoretical perspectives, including contemporary models. Emphasis on animal learning and behavioral psychology.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 30 pages of reading per week, 50 pages of writing per semester, 4 exams. Exams include essay items. All possible essay questions are distributed ahead of time. Pre-exam preparation of drafts of answers is included in the estimate of pages of writing.

**Grade:** 65% mid-semester exam(s), 35% final exam

**Exam format:** Essay and multiple choice.

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**Psy 3031 Introduction to Sensation and Perception**

(Std 001); 3 cr; prereq 1001; meets DELM req of classroom

**Instructor:** Burkhardt, Dwight A


**Class time:** 100% lecture

**Work load:** 40 pages of reading per week, 3 exams, 40 pages or reading per week = approximately 6-7 hours of reading

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

**Exam format:** multiple choice

**Course URL:** http://www.psych.umn.edu/psycourses/Burkhardt/psy3031/

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**Psy 3051 Introduction to Cognitive Psychology**

(Std 001); 3 cr; prereq 1001; meets CLE req of Social Science Core; meets DELM req of classroom

**Instructor:** STAFF


**Class time:** 100% lecture

**Work load:** 40 pages of reading per week, 3 exams, 40 pages or reading per week = approximately 6-7 hours of reading

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

**Exam format:** multiple choice

**Course URL:** http://www.psych.umn.edu/psycourses/Burkhardt/psy3031/

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**Psy 3135 Introduction to Individual Differences**

(Std 001); Credit will not be granted if credit has been received for: PSY 5135, PSY 5135, PSY 5135, PSY 5135; 3 cr; prereq 1001; meets DELM req of classroom

**Instructor:** Bouchard, Thomas J

**Description:** Differential methods in studying human behavior. Overview of psychological traits. Influence of age, sex, heredity, and environment in individual/group differences in ability, personality, interests, and social attitudes.

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**Psy 3604 Introduction to Abnormal Psychology**

(Std 001); 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:** Iacono, William George

**Description:** This course will provide a broad survey various aspects
of abnormal behavior. Emphasis will be placed on an empirical view. The bulk of the course will cover the various categories of adult and child psychopathology. The lectures will focus primarily on a description of various forms of psychopathology. While assessment and treatment will be considered as they relate to specific disorders, those with primary interests in treatment should take other offerings (Psy 3607, Survey of Clinical Intervention Methods), likewise for assessment, treatment, and other issues in clinical psychology (Psy 3617, Introduction to Clinical Psychology).

Class time: 90% lecture, 10% Discussion
Work load: 30 pages of reading per week, 2 exams
Grade: 50% mid-semester exam(s), 50% final exam
Exam format: multiple choice
Course URL: http://www.umn.edu/grove

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, 008); 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 in order to answer test questions. Most of the learning takes place outside the classroom. 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:
Work load: 60 pages of reading per week, 40+ pages of writing per semester, 1 papers
Grade: 40% written reports/papers, 20% in-class presentations, 10% class participation, 30% Rough draft of final paper, miscellaneous assignments
Exam format: None

Psy 3960 Undergraduate Seminar
(Sec 001); 2 cr; max crs 45, 9 repeats allowed; prereq 1001; meets DELM req of classroom
Instructor: Bemis, Jennifer Marie
Description: Resilience and challenge-related growth are developing topics in positive psychology. The first portion of this course will be devoted to understanding different definitions of resilience and growth as proposed by researchers and practitioners. The most general of these definitions is "the capacity to rebound from adversity strengthened and more resourceful" (Walsh, 1998). Once students have a working definition of how resilience and growth have been defined, we will examine resilience/growth in the context of a variety of stressors, including: physical, psychological, and sexual trauma; terrorism; chronic illness and pain; grief and loss; and acculturation. Special populations, including include refugees and vulnerable youth, will be integrated into the discussion of resilience/growth. The course will examine factors that contribute to and predict resilience/growth, such as coping strategies, social support; identity; ability to attribute meaning, perceived control, and personal characteristics (e.g., optimism, hardness, locus of control, goals, hope). We will look at outcome variables associated with the experience of stressful life events (physical health, changes in subjective well-being, psychological symptoms, growth and thriving). Prevention programs and treatment interventions will also be taken into consideration. Resilience/growth will be explored at the level of individuals, families, communities, and cultures.multiple choice, short anser, and short essay

Class time: 40% lecture, 5% Closed Circuit TV, 55% Discussion
Work load: 30-40 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers, 10 one-page reaction papers - students will be asked to share their reactions to readings or experiential activities
Grade: 25% final exam, 25% written reports/papers, 10% special projects, 20% in-class presentations, 10% class participation, 10% will be given for the reaction papers
Exam format: multiple choice, short anser, and short essay
Course URL: http://www.psych.umn.edu/courses/fall05/bemisj/psy3960/

Psy 3960 Undergraduate Seminar
(Sec 003); 2 cr; max crs 45, 9 repeats allowed; prereq 1001; meets DELM req of classroom
Instructor: Dionisio, Daphne Paige
Description: Current Issues in Psychology and Their Biological Mechanisms: What is the hype about Ecstasy and is it really dangerous? What brain areas are involved in the pleasure of revenge? Are TV and video games causing attention deficits? What is this I hear about Accutane causing suicide in teens? Do anti-aging drugs really work? If so, how? This class will explore these and a variety of other interesting issues facing contemporary American culture. I will present the biological background and context needed to understand each issue. Emphasis will be placed on understanding the biological mechanisms underlying each topic.

Class time: 75% lecture, 25% Discussion
Work load: 25 pages of reading per week, 12 pages of writing per semester, 2 exams
Grade: 25% mid-semester exam(s), 25% final exam, 10% written reports/papers, 15% special projects, 15% class participation, 10% problem solving
Exam format: multiple choice
Course URL: http://www.psych.umn.edu/courses/fall05/dionisi/psy3960

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 individual project. Directed Studies require a special contract with signed approval of a faculty member, student and psychology advisor. The contract and registration instructions are available in 105 Elliot Hall. Undergraduate students may register for Directed Studies for 1-6 credits per semester.

This information is accurate as of: 4/6/2005 at 11:38 AM
Psy 4133 Psychological Testing and Assessment
(Sec 001); 3 cr; prereq 3005W; meets DELM req of classroom
Instructor: STAFF
Description: Survey of psychological tests, assessment instruments. Methods for developing, administering, scoring tests. Criteria for evaluating test/assessment adequacy. Examples relevant to clinical psychology (e.g., abilities, personality, mental disorders). Handson opportunity to design/evaluate a psychological test. Small groups.

Psy 4501 Psychology of Women
(Sec 001); 3 cr; prereq 1001 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course covers current theories and research regarding the psychology of women and psychological sex differences. This includes topics that relate uniquely to women (e.g., pregnancy) as well as differences and similarities between men and women. It is primarily geared toward upper-level psychology majors. More specific topics include sex differences in infancy; sex differences in personality and abilities in adulthood; gender stereotypes; menstruation; sexuality; pregnancy, childbirth and motherhood; women, achievement and work; women and psychotherapy; specific psychological disorders common in women (e.g., eating disorders); violence against women; heterosexual and lesbian relationships; and older women. The emphasis of the course is on critically evaluating the research literature on gender differences and similarities. Class time is divided between lectures, small group discussions, and large group discussions. There will also be occasional guest speakers and videotapes.

Psy 4902V Honors Project
(Sec 001); 1-6 cr; max crs 5; A-F only; prereq Honors, instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: The Honors Project is a critical literature review or empirical study undertaken in consultation with a faculty/adjunct faculty advisor. Projects may be developed independently or through previous work on faculty research projects, but in either case must be sponsored by a faculty member. Students may enroll for a total of 6 credits across one or more terms. Total credit depends upon the nature and scope of the thesis. Psychology majors enrolled in the Honors Program are eligible. Typically taken during the senior year. For details regarding selection of an advisor and registration, see an advisor in 105 Elliott. Registration requires completion of a contract form and faculty advisor and Psychology departmental approval.
Class time: 100% Determined by faculty advisor
Work load: 3 hours of work each week per credit
Grade: 100% Determined by faculty advisor

Psy 4993 Directed Research: Special Areas of Psychology and Related Sciences
(Sec 001, 026, 035, 042, 045-047); 1-6 cr; max crs 48, 8 repeats allowed; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Specialized research laboratory courses. Registration requires instructor and departmental approval. Information and registration instructions are available in 105 Elliott Hall.
Class time: 100% Varies by instructor
Work load: Varies by instructor.
Grade: 100% Varies by instructor.
Exam format: Varies by instructor.

Psy 4994V Honors Research Practicum
(Sec 001); 4 cr; prereq 3005W, honors psych; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Legge, Gordon Ernest
Description: This course introduces students to known principles and "real life" setting relevant to an academic interest in psychology. The course requires a contract between 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 5012 Learning and Cognition in Animals
(Sec 001); 4 cr; prereq 3011 or 4011 or honors or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Overmier, J. Bruce
Description: Are you "smarter" than a rat? How can you know? This course provides an overview of psychological and contemporary approaches to key questions, theories, methods, and data about different forms of learning, behavior, and elementary cognitive processes. Although the emphasis is on animal models, implications of the findings for insights into human learning, behavior, and cognition are considered. The course uses primarily lecture format. It is intended for advanced undergraduates and beginning graduate students in the behavioral, biological, and educational sciences.
Class time: 85% lecture, 10% Discussion, 5% video
Work load: 40 pages of reading per week, 3 exams, paper required for graduate students, optional for undergraduates
Grade: 50% mid-semester exam(s), 50% final exam, 0% Paper can modulate grade.
Exam format: multiple choice and short essay

Psy 5031W Perception
(Sec 001); Credit will not be granted if credit has been received for: NSC 5031, NSC 5031W, NSC 5031W, NSC 5031W; 3 cr; prereq 3031 or 3051 or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Legge, Gordon Ernest
Description: This course introduces students to known principles and
contemporary theories of visual perception. The main topics include: light and vision, optical image formation in the eye, visual-information processing, color vision, depth perception, object recognition, impaired vision, and comparisons with touch perception. The course is meant for advanced undergraduates and grad students. Majors from many areas will find the course interesting, including psychology, neuroscience, computer science, engineering, art, and design. Because this is a writing-intensive course (WI), some class time will be devoted to discussion of scientific writing. There will be an important focus on preparation of the term paper. This course will be web enhanced and the URL will be provided by the instructor. 

**Class time:** 80% lecture, 20% Discussion  
**Work load:** 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, 2 problem sets

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

**Exam format:** essay, short answers and one problem to solve

**Psy 5038W Introduction to Neural Networks**  
(SEC 001); 3 cr; prereq [3061 or NSc 3102], Math 2243 or instr consent; meets DELM req of classroom  
**Instructor:** Kersten, Daniel John  
**Description:** This course is an introduction to neural models used in neuroscience and cognitive science. We begin by studying linear neural systems models and their biological justification, and then build on this foundation to understand non-linear networks. Topics include Hebbian learning, self-organization, information optimization, and representation of neural information. Later in the course, neural computation is studied in the context of statistical pattern and learning theory. The course covers applications to sensory processing, perception, learning, and memory. We take a multi-disciplinary approach to neural networks, combining lectures and interactive, in-class computer programming exercises. Prerequisites: Experience with calculus, probability, linear algebra and programming is useful, however, basic linear algebra and probability will be reviewed as needed. No prior programming experience is necessary.  

**Grade:** 16% mid-semester exam(s), 16% final exam, 28% problem solving, 40% Final Project (3 parts: 2%, 5%, 33%)  
**Course URL:** http://gandalf.psych.umn.edu/~kersten/kersten-lab/courses/Psy5038W/  

**Psy 5062 Cognitive Neuropsychology**  
(SEC 001); 3 cr; prereq 3031 or 3051; meets DELM req of classroom  
**Instructor:** He, Sheng  
**Description:** This course will survey the consequences of different types of brain damage on human perception and cognition. The goal is to understand the neural mechanisms of normal perceptual and cognitive functions. Major phenomena that will be covered include: Blind sight (seeign without awareness), Visual Agnosia (failure to recognize object), Prosopagnosia (impairments of facial recognition), Neglect (failure to attend to part of the world), the split brain, Spoken language deficits, reading and writing disorders, memory disorders, central planning deficits. The emphasis is on function and phenomenology, with minimal amount of brain anatomy. This course is aimed at undergraduate and beginning graduate students who are interested in psychophysiology and neuroscience. Text: A. J. Parkin “Explorations in Cognitive Neuropsychology”.  
**Class time:** 90% lecture, 5% Closed Circuit TV, 5% Discussion  
**Work load:** 20 pages of reading per week, 2 exams, 1 or 2 homework questions per week  
**Grade:** 30% mid-semester exam(s), 50% final exam, 20% problem solving  
**Exam format:** Multiple choice and short essay

**Psy 5137 Introduction to Behavioral Genetics**  
(SEC 001); 3 cr; prereq 3005W or equiv or instr consent; meets DELM req of classroom  
**Instructor:** Mc Gue, Matt  
**Description:** This course focuses on the application of genetic methods to human and animal behavior. Genetic methods discussed include both tracialial methodologies like twin and adoption studies as well as cyrogeneal and molecular genetic methods. Behavioral applications covered include: Intelligence and mental retardation, personality, schizophrenia, affective illness, and alcoholism.  

**Class time:** 100% lecture  
**Work load:** 50 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 papers  
**Grade:** 30% mid-semester exam(s), 40% final exam, 30% written reports/papers  
**Exam format:** Essay

**Psy 5206 Social Psychology and Health Behavior**  
(SEC 001); 3 cr; A-F only; prereq 3201 or grad student or instr consent; meets DELM req of classroom  
**Instructor:** Baldwin, Austin Schwendiman  
**Description:** Psychology 5206 is designed for advanced undergraduates and graduate students in psychology and related disciplines. This course provides an introduction to the theoretical and methodological approaches that social psychologists have brought to bear on the study of health behavior. Our primary focus will be on understanding individual behavior (as opposed to community or policy issues that also impact health) and on illness prevention and screening (rather than treatment). Our survey of the literature will be guided by the following questions: (a) How do people develop beliefs about health and illness?, (b) What is the relationship between people's health beliefs and their health practices (i.e., how do beliefs influence behavior, and, in turn, how does behavior inform beliefs) ?, (c) How can theoretical models of behavioral decision-making inform the development of health interventions? In examining these issues, we will evaluate the theoretical models that have been developed to explain people's health practices, paying particular attention to the methodologies that have been adopted to test their underlying assumptions.

**Psy 5207 Personality and Social Behavior**  
(SEC 001); 3 cr; A-F only; prereq 3101 or 3201 or honors or grad student or instr consent; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** Conceptual/methodological strategies for scientific study of individuals and their social worlds. Applications of theory/research to issues of self, identity, and social interaction.

**Psy 5501 Vocational and Occupational Health Psychology**  
(SEC 001); 3 cr; prereq 3005 or instr consent; meets DELM req of classroom  
**Instructor:** Mortensen, Heather Ann  
**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, workplace stress and burnout, workplace violence, and organizational change.

**Class time:** 75% lecture, 25% Discussion

**Psy 5862 Psychological Measurement: Theory and Methods**  
(SEC 001); 3 cr; prereq 4801 or equiv; meets DELM req of classroom  
**Instructor:** Weiss, David J
Psy 5960 Topics in Psychology: Memory, Belief, and Judgment (Sec 001); 3 cr; A-F only; meets DELM req of classroom Instructor: Myers, Samuel L

Description: This 3-credit seminar course will examine, from several perspectives, findings and accounts of phenomena that--to varying degrees--involve disorders of memory, belief, and judgment. A goal of the course is to examine the implications of these disorders for understanding normal cognitive function. Topics will include: confabulation; deja vu; reduplicative paramnesia for place (involving the belief that places have exact or nearly exact duplicates); delusional misidentification (e.g., Capgras syndrome, the belief that familiar people, such as parents or siblings, have been replaced by look-alike imposters); anosognosia (unawareness of a deficit or illness); confidence, certainty, and biased belief; and magical ideation and bizarre beliefs. The course will take a cognitive neuroscience approach; contributions from motivation, emotion, and learning, and the need to explain the specific content of beliefs, also will be considered. Prerequisite: PSY 1001.

Class time: 100% This is an intensive seminar class. Each week, all students prepare written responses on specific chosen topics from the assigned readings (topics are selected from a list of provided options), and present their topic during the class.

Work load: 50-60 pages of reading per week, 60-70 pages of writing per semester, 2 take-home exams, 1 term paper, + written prepared topics (~2 pages) for every class

Grade: 15% lab work, 20% Take Home Exam I; 25% Take Home Exam II; 40 Term Paper

Exam format: Essay (Take Home Format)

Class time: 70% lecture, 30% Discussion
Work load: 30 pages of reading per week
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% special projects, 10% class participation
Exam format: short essay

PA 5203W Geographical Perspectives on Planning
(Sec 001); 3 cr; prereq Grad student or instr consent; meets CLE req of Citizenship/Public Ethics Theme; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Miller, Roger P!!Morse Alumni Award!!
Description: This course introduces the history of planning, the contexts within which it arose, and how it has responded to social, economic, and political pressures to influence the shape and direction of contemporary urban development. A second goal of this course is to address issues of how planning encourages or discourages citizen participation in controlling the built urban environment and the kinds of activities that occur within it. Has planning made for greater or lesser amounts of public participation in urban development? Is planning primarily a neutral, technical handmaiden to public policy processes, or does it function in ways that benefit certain groups at the expense of others? We will examine these questions using examples from North America, Great Britain, France, Germany, Austria, the former Soviet Union, Scandinavia, Latin America, and other Third World settings. In addition to lecture and discussion, students participate in a group project in which they interact with planning agencies and neighborhood organizations around current planning controversies or development projects. Some students may be able to do this through an extra-credit community service learning internship. Please contact the instructor for further information. The requirements for PA 5203W and Geog 5605W are the same as those for Geog 3605W, with the addition of a research paper, 13--19 pages in length.

Class time: 70% lecture, 10% Discussion, 20% Group project, student presentations
Work load: 60 pages of reading per week, 15-20 pages of writing per semester, 4 papers, Two study question sets
Grade: 70% written reports/papers, 5% in-class presentations, 5% class participation, 20% Study questions

PA 5231 Transit Planning and Management
(Sec 001); 3 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Laverny-Rafter, David O
Description: Principle focus is on planning and management of transit facilities and services. Through a multi-media perspective, bus and rail transit are integrated with automobile, pedestrian, bicycle, land use and environmental planning. Creative solutions are explored through case studies, field projects, and interactive course exercises. Undergraduate students require permission.

Class time: 50% lecture, 50% Discussion
Work load: 20 pages of reading per week, 25 pages of writing per semester, 2 exams, 2 papers
Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 5% in-class presentations, 5% class participation
Exam format: Essay

PA 5311 Program Evaluation
(Sec 001); 3 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Examines principle methods and primary applications of evaluation research as applied to policies and programs in health and human services, education or environment. Enables students to conduct evaluations and to be more critical consumers of the studies done by others.

PA 5401 Poverty, Inequality, and Public Policy
(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: Hanretty, 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 5441 Education Policy and the State Legislature
(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: Nathan, Joe
Description: Want to learn how you can influence Minnesota's legislature, and help improve the world? Want to understand how the legislature makes decisions about education issues, elementary, secondary and higher ed? Want to meet with legislators, reporters, lobbyists? Want to discuss how the Internet can be used to help influence legislators? If so, this is a good class for you. Classroom debates, discussions and roleplays play a key part. There also is a field trip to state legislature. Students will help write a guide for others on what people do to get things done at the legislature. Target audience: mature undergraduates, community members, graduate students

Class time: 20% lecture, 45% Discussion, 35% 20% conversations; 10% role plays, 5% field trip
Work load: 70 pages of reading per week, 25 pages of writing per semester, 1 exams, 2 papers, Three minute speech
Grade: 30% final exam, 50% written reports/papers, 15% in-class presentations, 5% class participation
Exam format: Take-home final exam

PA 5511 Community Economic Development
(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Contexts/motivations behind community economic development activities. Alternative strategies for organizing/initiating economic development projects. Tools/techniques for economic development analysis/planning (market analysis, feasibility studies, development plans). Implementation at local level.

PA 5701 Science and State
(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: Keller, Kenneth H

PA 5722 Environmental and Resource Economics Policy
(Sec 001); 3 cr; prereq [Intermediate microeconomics, intermediate policy analysis, grad student] or instr consent; meets DELM req of classroom
Instructor: Easter, K William
Description: The course emphasizes the use of natural resources over time, natural resource scarcity or adequacy, environmental quality and mechanisms for pollution control and their implications for public policy. It will also include study of the use of economic analysis and benefit cost analysis in natural resource and environmental quality decisions made both by the public and private sectors. This course is designed to service two groups: (1) seniors and graduate students in Applied Economics, Public Affairs, Geography, Natural Resources, etc., for whom it is a terminal course, and (2) Applied Economics or Economics students who plan to take ApEc8601 and/or 8602. The course is organized around two lectures per week. However,
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. Practical 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; 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): Credit will not be granted if credit has been received for: PUBH 5201, PUBH 5201, PUBH 5201, PUBH 6102; 3 cr; 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-term exams
Exam format: multiple choice
Course URL: http://www.epi.umn.edu/academic/pdf/f04_3003.pdf

PubH 3102 Issues in Environmental and Occupational Health
(Sec 001): Credit will not be granted if credit has been received for: PUBH 5201, PUBH 5201, PUBH 5201, PUBH 6102; 3 cr; prereq credit will not be granted if credit received for: 5201; meets DELM req of classroom; meets CLE req of Environment Theme; meets DELM req of internet delivered
Instructor: Olson, Debra Kay
Description: The intent of this course is to have you become sensitized to environmental health issues that are affecting you and your community, and which you and your community may be affecting in turn. We all live out our lives in an environment, and, whether we are aware of it or not, are constantly modifying our environment to protect our lives and the lives of others. The focus is on the interaction of humans and the natural environment and how this interaction affects the health of communities. One hundred thirty five hours of student effort are anticipated for this 3-credit semester based course as necessary for an average student to achieve an average grade in the course. This includes 45 hours of content offered in an on-line learning environment and 90 hours including text readings in Nadakavukaren 2000 and a course packet, participating in on-line discussion assignments and quizzes and a written analysis of an environmental health issue of concern in your community. Content will be presented in a password protected site on the Internet with no face-to-face attendance on campus required. The on-line course is available for undergraduate students. Experience with web browsing and navigating within the WebCT framework is required. For additional information on the course check online resources found at http://www.publichealthplanet.org
Class time: 100% On-line content and discussion
Work load: 40 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, On-line discussion and assignment
Grade: 50% written reports/papers, 20% quizzes, 20% class
RTT 3120 Radiation Therapy: Radiation Physics I
101 Wesbrook Hall: 612/624-4000

Instructor:
Description: Basic overview of radiation therapy and its role in medicine.
Class time: 25% lecture, 50% Discussion, 25% Laboratory

RTT 3001 Radiation Therapy: Introduction to Radiation Therapy
(Sec 500); 1 cr; A-F only; meets DELM req of classroom
Instructor: STAFF
Class time: 25% lecture, 50% Discussion, 25% Laboratory

Rad 125 Cardiovascular Roentgenologic Conference
(Sec 001); 0 cr; meets DELM req of classroom
Instructor: Hunter, David W
Description: The lecture is a review of the history of the development of x-rays and an overview of medical imaging in today's practice.
Class time: 100% lecture
Work load: A large measure of intellectual curiosity
Grade: 0% No information form this lecture will be utilized for any test or grading purposes--although it should enhance their understanding of modern medical diagnosis

Rec 2151 Outdoor and Camp Leadership
115 Green Hall: 612/624-3400

Instructor:
Description: This course will cover methods, resources, and techniques appropriate for developing, implementing, delivering, and leading outdoor and camp programs. Emphasis will be on the development of practical skills, leadership theories, and good practices in the field. An optional 3-day backpacking trip will be offered in early October.
Class time: 30% lecture, 50% Discussion, 20% Approximately 20% will be small group work and out of class experiences.
Work load: 20-30 pages of reading per week, 15-20 pages of writing per semester, 1 exams, Three 2-4 page reflection papers and one 6-10 page paper
Grade: 20% final exam, 44% written reports/papers, 16% special projects, 20% class participation
Exam format: Multiple choice, short answer, practical
Course URL: http://webct.umn.edu

This information is accurate as of: 4/6/2005 at 11:38 AM
Rec 3796 Senior Internship in Recreation, Park, and Leisure Studies
(Sec 001); 1-12 cr; max crs 15, 1 repeat allowed; S-N only; prereq
Rec sr, instr consent; meets DELM req of classroom
Instructor: Feldman, Harvey M
Description: Supervised field experience for pre-professional students in selected agencies. This is essentially a full-time continuous 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 3796 Senior Internship in Recreation, Park, and Leisure Studies
(Sec 002); 1-12 cr; max crs 15, 1 repeat allowed; S-N only; prereq
Rec sr, instr consent; meets DELM req of classroom
Instructor: Tabourne, Carla E S
Description: Culminating 480 hours minimum field experience as recreational therapy interns delivering services to patients/clients in clinical or community-based setting under the supervision of certified Therapeutic Recreation Specialists. Registration is limited to students who have completed all prerequisite TR content coursework, general professional coursework, and appropriate supplemental courses, plus at least 360 hours of documented recreation leadership and skills experience post-high school.
Work load: 20 pages of writing per semester, 480 hours main project, patient/client caseload.
Grade: 20% written reports/papers, 20% special projects, 60% Professional level demonstration of TR skills and knowledge

Rec 3093 Directed Study in Recreation, Park, and Leisure Studies
(Sec 002, 006, 012); 1-3 cr; max crs 24, 24 repeats allowed; prereq
This information is accurate as of: 4/6/2006 at 11:38 AM

Rec 5101 Foundations of Recreation (Sec 001); 3 cr; A-F only; prereq MED or grad student or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: A self-directed scholarly pursuit of information, related to the practice of recreational therapy, that is not readily available through current course offerings. Directed Study provides the opportunity to extend knowledge of classroom content to its application in field based projects or analyze status of existing practice based on standards and best practice. Required amount of work = 3 hours per credit for 14 weeks. Approval via signature of cooperating faculty on Directed Study contract.

Rec 5191 Commercial Recreation and Tourism (Sec 001); 3 cr; A-F only; prereq 3551 or instr consent; meets DELM req of classroom
Instructor: Feldman, Harvey M
Description: Investigation of the rational, sociological, psychological and philosophical foundations of the recreational use of leisure in contemporary society. Course objectives/outcomes: 1) Demonstrate an understanding of significant issues/theories within the leisure and recreation areas. 2) Articulate both historical and current philosophical issues which have shaped the direction and scope of leisure, recreation and play. 3) Identify and use specific concerns and issues regarding leisure/recreation services and resources. 4) Examine leisure/recreation policy issues and how those policy issues affect leisure/recreation services, resources, service providers and consumers. 5) Examine general issues and problems related to research and disciplined inquiry. This course is taught by Corliss Outley.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 20% final exam, 60% written reports/papers

Rec 5211 Introduction to Therapeutic Recreation (Sec 001); 3 cr; A-F only; prereq 1501 or concurrent enrollment
Instructor: Tabourne, Carla E S
Description: Overview of the field of recreational therapy/therapeutic recreation as purposeful intervention and outcomes based services. Content includes roles of certified therapeutic recreation specialists within health care systems, private practice, and in community services. Course includes field experience. Target audience: TR majors, Rec 1501 prerequisite, and students interested in TR as allied health or complementary therapy.
Class time: 40% lecture, 30% Discussion, 30% Practicum/Speakers/problem solving
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, 40 hour practical experience
Grade: 10% mid-semester exam(s), 10% final exam, 30% written reports/papers, 20% quizzes, 10% class participation, 10% problem
Rec 5311 Programming Outdoor and Environmental Education (Sec 001); 3 cr; A-F only; meets DELM req of classroom 
Instructor: Lindley, Betsy Rebecca 
Description: Methods, materials, and settings appropriate for developing and conducting outdoor and environmental education programs. Emphasis will be on the development of practical environmental education skills. Topics include: benefits of outdoor education, environmental education, environmental interpretation, planning and evaluating programs, integrating persons with disabilities into outdoor and environmental education programs, current issues in environmental education. A number of field visits will made to local environmental sites. An optional 4 day field trip will give students an opportunity to put theory into practice. Field trip is a canoe trip on the St. Croix River Sept 23-26. 
Class time: 40% lecture, 40% Discussion, 10% Laboratory, 10% Work load: 65 pages of reading per week, 30 pages of writing per semester 
Grade: 60% written reports/papers, 20% special projects, 20% in-class presentations

Rec 5992 Readings: Recreation (Sec 002, 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; prereq MED or grad student or instr 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.

Religions in Antiquity 
330 Folwell Hall: 612/625-5353

ReIA 1082 Jesus in History (Sec 001); Credit will not be granted if credit has been received for: CLAS 1082, RELA 1082, CLAS 1082, RELA 1082, CNES 1082, RELA 1082, CNES 1082; 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom 
Instructor: Sellew, Philip H 
Description: In this course we study Jesus of Nazareth in his original setting (first-century Jewish Palestine) and then his role in American culture. How did the image of Jesus shift in changing cultural circumstances? How do modern scholars approach the historical figure of Jesus? What special issues and problems emerge as we try to apply scholarly methods of inquiry to an ancient person who is still worshipped daily almost 2000 years after his death? We ask how Jesus fit within his own world - Jewish, Greek, and Roman. How unusual was Jesus in his own day? What were his intentions? What attracted people to him? What led to his arrest, trial, and execution? We consider the various stories told in the gospel writings of the early churches about Jesus the healer, Jesus the teacher, Jesus the prophet, Jesus the man on a (temporary) visit from Heaven. We ask whether or how we might manage to correlate these competing portraits of Jesus. Structure: We have two lectures and one discussion section each week Conversation is always welcome. We engage in close readings of the Gospel of Mark, thought to be the oldest gospel that still survives intact, as well as parts of other biblical and apocryphal texts from ancient Christianity. Each student writes seven brief reports (1-2 pp.) on assigned topics or problems; these reports form the basis of discussion in our Tuesday or Thursday sections. Brief quizzes each week test reading comprehension. 
Class time: 65% lecture, 35% Discussion 
Work load: 50 pages of reading per week, 15 pages of writing per semester, 1 exams, Read the assigned texts, show up for class, and be prepared to talk in section. Produce seven brief analytical reports (1-2 pages, on suggested topics). Brief weekly quizzes in section (short answer, IDs). Take-home final exam essay. 
Grade: 25% final exam, 40% written reports/papers, 20% quizzes, 15% class participation 
Exam format: There is a take-home final exam, in which students write essays evaluating the different reconstructions of the historical Jesus they have encountered in the course and may propose their own. 

ReIA 3201 The Bible: Context and Interpretation (Sec 001); Credit will not be granted if credit has been received for: CNES 3201, CNES 1201, JWST 1201, JWST 3201; 3 cr; meets CLE req of Literature Core; meets DELM req of classroom 
Instructor: Levinson, Bernard M 
Description: The course attempts to "get behind" the overlay imposed by modern culture upon the Old Testament/Hebrew Bible and to read it on its own terms. In order to do so, students will explore the fascinating literature and religion of the ancient Near East. We will read texts from ancient Mesopotamia, Canaan (Ugarit), and Israel, and discuss both the ideas found in them and their literary artistry. After investigating the literature of Israel's neighbors, we will read biblical literature in dialogue with these stories, intellectually analyzing the narratives of the creation of the world, the origin of life, the great flood story, the idea of divine revelation, and the significance of law. Specific topics to be dealt with include: God, creation, fate, the point of human life, and the meaning of history. The course teaches students how to read closely and to think critically about the meaning of a text. Students will be asked to read primary sources for specific questions of content and meaning, frequently with the help of assignment sheets, and to learn a methodology for deciding between right and wrong answers. The skills thereby learned will assist students with any other course in the Liberal Arts. The assumptions of the course are academic and secular, as required by the First Amendment. All texts and all religious traditions will be examined analytically. 
Class time: 80% lecture, 20% Discussion 
Work load: 35-40 pages of reading per week, 3 exams, 2 papers, Explanation: Two mid term exams plus final exam; students have opportunity to revise each of the two essays. 
Grade: 25% final exam, 25% written reports/papers, 40% Two mid-terms exams @ 20% each; 10% regular homework assignments 
Exam format: Combination of multiple choice (50%) and Blue Book essay (50%) 

ReIA 3503 History and Development of Israelite Religion I (Sec 001); Credit will not be granted if credit has been received for: RELA 5503, CNES 3503, CNES 5503; 3 cr; prereq No knowledge of Hebrew required; meets DELM req of classroom 
Instructor: Monroe, Lauren A S 
Description: This course has no formal pre-requisite, but will be taught with the assumption that students have some familiarity with academic approaches to the study of the Bible, and issues related to the Bible's compositional history. The purpose of this course is to introduce students to ancient Israelite religion in all of its manifestations. The course will approach Israelite religion as rooted in the polytheistic religious traditions of ancient Syria-Palestine. It will focus on the worship of Yahweh and other deities in ancient Israel, and
RelA 5003 History and Development of Israelite Religion I (Sec 001); Credit will not be granted if credit has been received for: RELA 3503, ANE 5503, AHE 5503, RELA 5503, RELA 3503, ANE 5503, AHE 5503. RELA 5503, RELA 3503, CNES 5033, CNES 5053; 3 cr; meets DELM req of classroom
Instructor: Monroe, Lauren A S
Description: This course has no formal pre-requisite, but will be taught with the assumption that students have some familiarity with academic approaches to the study of the Bible, and issues related to the Bible’s compositional history. The purpose of this course is to introduce students to ancient Israelite religion in all of its manifestations. The course will approach Israelite religion as rooted in the polytheistic religious traditions of ancient Syria-Palestine. It will focus on the worship of Yahweh and other deities in ancient Israel, and will trace the long and complicated process by which Yahweh became the sole deity accepted within the biblical tradition. Using biblical evidence, as well as inscriptive and archaeological discoveries from Syria-Palestine and elsewhere in the ancient Near East, we will address the question of why the Israelites eventually rejected deities such as Baal, Asherah, El, and others, who were originally part of the Israelite pantheon, and who contributed much of the divine imagery that came to be associated with Yahweh. We will explore the ways in which a small group of Jerusalem elites helped shape the monotheistic tradition that has been inherited in the West, and we will explore the political, social and theological implications of this transformation.
Class time: 75% lecture, 25% Discussion
Work load: 75-100 pages of reading per week, 5-10 pages of writing per semester, 2 exams, 1 papers
Grade: 30% mid-semester exam(s), 35% final exam, 25% written reports/papers, 10% quizzes
Exam format: fill in the blank, term identifications, maps, essays

RelS 3070 Topics in Religious Studies (Sec 001); 1-4 cr; A-F only; meets DELM req of classroom
Instructor: Edelheit, Joseph A
Description: Explores issues that stem from the long history of Christian anti-Judaism and how it affected anti-Semitism, Christian behavior--complicity and rescue--during the Holocaust, and issues that have affected post-Holocaust theology and caused numerous levels of soul-searching by the Churches. The most famous response has been Pope John Paul II’s 1998 encyclical, "We Remember." Course will feature guest speakers by Christian clerics of various denominations. Supported by a grant from the Jewish Chautauqua Society of New York.

RelS 3521W History of the Holocaust (Sec 001); Credit will not be granted if credit has been received for: HIST 3727W, JWST 3521W; 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Feinstein, Stephen
Description: The word "Holocaust" refers to the extermination of 6 million Jews and 500,000 Roma and Sinti (Gypsies) during the rule of National Socialism (NAZI) in Germany, this course will attempt to document and analyze this event and what it represents—in particular, the background, development and systematic extermination of European Jews by the Nazis. Not only were Jews affected by Nazi policy but others labeled "undesirable" or "subhuman" were also exterminated in this process—gypsies, political and religious opponents, homosexuals. If one studies the history of the second World War, especially in a pre-college setting, one might come away believing that the extermination of the Jews was simply a footnote to history. Recent historical thought, however, has suggested that the very reason for the War might be directly linked to Hitler’s plans for living space for the German people in the East, the extension of borders and the desire to kill Jews and Gypsies, who were non-European in origin, and to subvert all other inferiors. In this course, particular attention will be given to the phenomenon of anti-Semitism, in both its religious and secular forms, to the relationship between mass murder or genocide and the growth of bureaucracy and technology, and to the challenges posed by the Holocaust for religious and humanistic beliefs and values. The course uses cross-disciplinary approaches, as well as documents, films and usually a guest speaker (Holocaust survivor) as part of the class.
Class time: 90% lecture, 10% Discussion
Work load: 150-175 pages of reading per week, 24-30 pages of writing per semester, 1 exams, 3 papers, An optional discussion section is available. Course is writing intensive.
Grade: 25% final exam, 70% written reports/papers, 5% class participation
Exam format: Short answer and essay with choices. Study sheet given prior to exam.

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-N).
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 001-014); 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...
Rhet 1152W Writing on Issues of Science and Technology (Sec 001-003); 4 cr; A-F only; prereq exemption from 1101 or equivalent; meets CLE req of Citizenship/Publ Ethics Theme; 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 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: Nichols, Capper Edward
Description: This course is an introductory survey of the interactions between science and religion in Western culture, examining prominent historical and contemporary methods and theories of science and their implications for the concepts of God and human nature. Topics include: myth and metaphor, miracles and falsification, cosmology and theology, creation and evolution, and process theology and environmental ethics. Questions we will ask include: Are science and religion intellectually incompatible? What are their strengths and weaknesses as ways of knowing? Does science preclude the existence of a personal God? Does belief in God alter scientific practice? What is the theological significance of quantum physics, the "Big Bang," and Darwinian evolution? Is there more to life than just chemistry? Do humans have a place in the universe? What can chaos and complexity theories tell us about the natural world? Does the universe have any purpose? What are the roles and responsibilities of science and religion in a time of ecological crisis?
Class time: 30% lecture, 70% Discussion
Work load: 60 pages of reading per week, 3 papers, weekly reading journal, presentation
Grade: 30% written reports/papers, 10% in-class presentations, 10% class participation, 50% reading journal

Rhet 1381W Rhetorical Fictions and 20th Century Conflicts: West Africa, Vietnam, and t
(Sec 001); 4 cr; meets CLE req of International Perspective Theme; meets CLE req of Literature Core; meets DELM 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

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Rhet 3257 Scientific and Technical Presentations (Sec 001-003); 3 cr; prerequisite 1222 or instructor 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 3361 Literature of Social Movements in the United States: 1950 and Techniques which will help facilitate the group process; 4) to apply 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. Course URL: http://www.agricola.umn.edu/rhet1381/

Rhet 3266 Group Process, Team Building, and Leadership (Sec 001, 075); 3 cr; prerequisite 1223 or equivalent or instructor 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.

Rhet 3291 Independent Study (Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; prerequisite instructor consent, department 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.

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
Grade: 15% quizzes, 20% class participation, 0% Exam 1, 30%; Exam 2, 35%

Rhet 3376W Terrorism (Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of International Perspectives Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Gross, Alan G
Description: Terrorism is not only an ethical but an international problem; indeed, with the end of the Cold War, it is often one of the few sources of our awareness that we live in an international world, vulnerable to some extent to the pressures of that world. Different cultures have created different historical trajectories for terrorism; to illustrate this, the course contrasts Algerian, Irish, and Arab terrorism. From these examples, we can see that terrorism is about the thinking of political destiny in terms of violence, about legitimizing violence as an instrument of politics by those who feel they have been deprived of justice by the violence of the state. Four books will be read, Bruce Hoffman's history and analysis of contemporary terrorism, "Inside Terrorism;" Frantz Fanon's, "The Wretched of the Earth," a philosophical and psychological rationale for terrorism, Eamon Collins's "Killing Rage," an autobiographical account of a former terrorist, and Fouad Ajami's "The Arab Predicament." We will also view the films, "The Battle of Algiers," and "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. The primary audience is juniors and seniors with a genuine interest in the subject and a desire to explore it more deeply.

Class time: 60% lecture, 40% Discussion
Work load: 70 pages of reading per week, 15 multiple choice quizzes, one per week. The course grade will be determined by the quiz grades.
Grade: 99% quizzes
Exam format: multiple choice
Course URL: http://www.umn.edu/home/agross

Rhet 3382W War (Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Gross, Alan G
Description: Peace, the ancient Greek historian, Thucydides truly said, is an armistice in a war that is continuously going on. The American case is exemplary of this maxim: the Revolutionary War, the War of 1812, the Mexican War the Civil War, the Indian Wars, the Spanish-American War, World War One, World War Two, Korea, Vietnam, Panama, Granada, the Gulf War, the Afghan War. To understand war, then, is to understand ourselves and our relationship with other nations. Accordingly, this course looks at war from two perspectives: that of the 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 intellectual, it will be enhanced by the films, music, and poetry that war has inspired. In this course we will read an autobiography of a combat marine, E.B. Sledge's "With the Old Breed at Peleliu and Okinawa," an analysis of generalship, John Keegan's "The Mask of Command," Edward N. Luttwak's radical and masterly "Strategy: The Logic of War and Peace," and James Turner Johnson's "Morality and Contemporary Warfare." The primary audience is juniors and seniors with a genuine interest in the subject and a desire to explore it more deeply.

Class time: 60% lecture, 40% Discussion
Work load: 70 pages of reading per week, 12-15 multiple choice exams
Grade: 100% quizzes
Exam format: multiple choice
Course URL: http://www.umn.edu/home/agross

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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 this thing we call nature. Topics will be directed toward that client. This course stresses the importance of audience analysis, media selection, message design, contextual inquiry as means to study effectiveness of messages. An internship proposal, progress report, internship journal (optional) and final report, with a letter from the internship supervisor are required. See Rhetoric Internship Guide for more information.

Class time: 20% lecture, 80% Discussion

Work load: 30 pages of reading per week, 30-50 pages of writing per week

Grade: 30% written reports/papers, 30-50% class participation, 40% written reports/papers, 10% class participation, 60%

Rhet 3562W Technical and Professional Writing

(Sec 001, 008, 075, 095-096); 4 cr; A-F only; prereq [1101 or 1152W or EngC 1011 or equiv]; [jr or sr]; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

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 this thing we call nature. Topics will be directed toward that client. This course stresses the importance of audience analysis, media selection, message design, contextual inquiry as means to study effectiveness of messages. An internship proposal, progress report, internship journal (optional) and final report, with a letter from the internship supervisor are required. See Rhetoric Internship Guide for more information.

Class time: 20% lecture, 80% Discussion

Work load: 100 pages of reading per week, 30 pages of writing per semester, 3 papers, Class participation in discussions, a weblog, and short writing assignments will be expected.

Grade: 70% written reports/papers, 10% class participation, 20% Twenty percent is based on regular contributions to a class weblog or blog.

Course URL: http://www.logie.net/3577

Rhet 3577W Rhetoric, Technology, and the Internet

(Sec 001); 3 cr; A-F only; prereq [1101 or equiv]; [3401 or equiv]; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Logie, John

Description: This course was designed to provide you with: 1) a grounding in elements of rhetorical theories particularly suited to analyzing, critiquing, and understanding the Internet; 2) a sense of the Internet as a historical and cultural phenomenon; 3) an opportunity to examine and understand the technologies underpinning the Internet, and the people developing and implementing these technologies; 4) a clear sense of the Internet as a communicative space, and the likely consequences of our use of this new medium.

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

Work load: 100 pages of reading per week, 30 pages of writing per semester, 3 papers, Class participation in discussions, a weblog, and short writing assignments will be expected.

Grade: 70% written reports/papers, 10% class participation, 20% Twenty percent is based on regular contributions to a class weblog or blog.

Course URL: http://www.logie.net/3577

Rhet 3671 Project Design and Development I

(Sec 001, 075); 3 cr; A-F only; prereq [3562, STC major] or instr consent; meets DELM req of classroom

Instructor: Longo, Bernadette

Description: This course will cover the fundamentals of project management for technical documents. Students will complete a project with a community partner during the course. You can view previous course materials at my website listed below. This is an ITV course.

Course URL: http://www.tc.umn.edu/~blongo

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Rhet 4196 Internship in Scientific and Technical Communication

(Sec 001); 3-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq STC major, instr consent; 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.

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 5111 Information Design: Theory and Practice I

(Sec 005); 3 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom

Instructor: Wahlstrom, Billie J

Description: This course will cover the fundamentals of project management for technical documents. Students will complete a project with a community partner during the course. You can view previous course materials at my website listed below. This is an ITV course.

Class time: 20% lecture, 80% Discussion

Work load: 30 pages of reading per week, 50 pages of writing per week

Grade: 47% written reports/papers, 20% in-class presentations, 33%
Russ 1101 Beginning Russian I
(Sec 050); 5 cr; meets DELM req of classroom
Instructor: Jahn, Gary R
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, 6 or 7 unit quizzes
Grade: 25% final exam, 25% quizzes, 40% class participation
Exam format: fill in the blanks, answer questions, translation
Course URL: http://www1.umn.edu/~lol-russ/hpgary/gary.htm

Russ 1101 Beginning Russian I
(Sec 001, 051); 5 cr; 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 CD's, and are required to participate in each class section. Active control of Russian structure is the principal criterion of evaluation. CLASS TIME:
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, translation to Russian, open-ended response

Russ 3101 Advanced Russian I
(Sec 001); 4 cr; prereq 3002 or equiv; meets DELM req of classroom
Instructor: STAFF
Description: General objectives: reviewing and in-depth studying of grammar; developing and improving oral and written skills; developing cultural sensitivity through the use of realia and contexts.
Class time: 20% lecture, 50% Discussion, 30% grammar exercises
Work load: 20 pages of reading per week, 10 pages of writing per semester, 2 exams, Compositions: 3 per semester; Oral report: 10-15 minutes at the end of semester. Topics will be chosen by student and should be dealing with any aspect of Russian culture (literature, art, politics, etc.)
Grade: 20% mid-year exam(s), 30% final exam, 10% written reports/papers, 20% quizzes, 20% class participation
Exam format: fill-in-the-blank, short essay, translation from English to Russian, answering questions

Russ 3311 Russian Major Project
(Sec 001); 3 cr; A-F only; prereq Advanced Russian major; meets DELM req of classroom
Instructor: STAFF
Description: This 3-credit course is designed for and required of all
students majoring in Russian, except for Honors students (see Russ 3312). It consists of writing a research paper of no less than 20 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to use secondary sources (critical and scholarly literature) appropriately, and the ability to analyze and present arguments effectively. Unacceptable projects include book reports, plot summaries, or translations. The project should be linked to the student's course work within the Russian major, i.e. the student should have some academic background in a particular area before undertaking to write a paper in that area. The language of the paper should be English. The paper should, however, present evidence of appropriate use of Russian-language sources.

**Russ 3311H Honors Major Project in Russian**
*(Sec 001)*; 3-4 cr; A-F only; prereq 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 3421 Literature: Middle Ages to Dostoevsky in Translation**
*(Sec 001)*; Credit will not be granted if credit has been received for: RUSS 5421, RUSS 5421; 3 cr; meets CLE req of Literature Core; meets DELM req of classroom

**Instructor:** Jahn, Gary R

**Description:** This is a historical survey of the development of Russian literature from its origins in the tenth century until the onset of the most celebrated period in Russian literary history, that of Realism, in the middle of the 19th century. The course consists of a combination of lecture and class discussions. Students will read a representative sampling of works from various periods. These will include selections from Old Russian Literature (chronicle accounts, hagiographic works, “The Life of Archpriest Avvakum”, and others) and from the literature of the 18th century (selections from Lomonosov, Sumarokov, and Karamzin). Approximately three-fifths of the course will be devoted to the literature of the first half of the 19th century. Students will read works by Pushkin, Gogol, Dostoevsky, and Turgenev. All told, required reading amounts to approximately 2,000 pages. Grades in this course are based upon performance on the mid-term and final examinations, on contributions to class discussion, and on the quality of the term paper. The term paper is optional for those enrolled in Russian 3421 and required of those enrolled in Russian 5421.

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

**Work load:** 60 pages of reading per week, 2 exams

**Grade:** 30% mid-quarter exam(s), 50% final exam, 20% class participation

This information is accurate as of: 4/6/2005 at 11:38 AM
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% guided research and discussion
Work load: amount of reading and writing variable, depending on # of credits
Grade: 100% student's work evaluated on the basis of variable course criteria

Scandinavian
205 Folwell Hall: 612/625-2080

Scan 3502 Scandinavian Myths
(Sec 001); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Liberman, Anatoly
Description: Although less known to the public general than tales from Ancient Greece and Rome, the tales that have come down to us from Medieval Scandinavia are as interesting and important as those. We will read two main sourcebooks of Scandinavian mythology, known as the Elder Edda (the first half) and the Younger Edda (most of it); a textbook will supplement the main texts. The course will introduce the students to the body of the only ancient myths extant in the Germanic-textbook will supplement the main texts. The course will introduce the original language of the Scandinavian myths is Old Icelandic, but all reading will be in English. Lectures (the main medium of this course) will alternate with discussion. There will be a take-home midterm and a take-home final based on the material of the lectures and the textbook (essay questions in both); also a paper, about five pages long, will be required. The course spans the areas of mythology, religion, literature, and cultural anthropology. No prerequisites.
Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 12 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 40% final exam, 40% written reports/papers
Exam format: Essay.

Scan 3601 Great Literary Works of Scandinavia
(Sec 001); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Zagar, Monika
Description: Where is Scandinavia and what are some of its characteristics? After taking this course you will know much more about Denmark, Norway, Sweden, Iceland, and Finland! You’ll know more about how and why we read and tell stories, and why some works are defined as great, and others not. The course will look at these homogeneous yet immensely diverse North European countries through their literary heritage of all forms: short stories, novels, poetry and film. We will cover a broad area of study: from medieval sagas to the fairy tales collected in the 19th century, from a Henrik Ibsen’s play to Astrid Lindgren’s Pippi Longstockings, from Karen Blixen's story The Dreaming Child to Ingmar Bergman’s dramatic portrayal of marital life in contemporary Sweden. We will discuss all the texts against the background of the social, cultural and political history. If available, several movies based on the texts discussed in class will also be shown. After the midterm exam we will focus first on the post-1945 Scandinavian preoccupation with the legacy of the Second World War (with several short stories) and second, on colonialism past and present in the northern-most regions of Greenland (in the novel Miss Smilla’s Sense of Snow) and in Lapland, home of the Sami (poetry). The entertaining yet thought-provoking novel Popular Music from Vittula written by the Finnish-Swedish writer M. Niemi will be discussed before we conclude the course with the 2002 novel by Linn Ullmann Before You Sleep.
Class time: 30% lecture, 30% Discussion, 40% group work, presentations, videos; Note: This is an undergraduate course, for both non-majors and majors. All texts are in English.
Work load: 75 pages of reading per week, 12 pages of writing per semester, 1 exams, 2 papers; The course will be a mixture of lectures, discussions, presentations, group work and videos. Midterm paper, short response paper, final paper.
Grade: 20% mid-semester exam(s), 40% written reports/papers, 10% special projects, 10% in-class presentations, 20% class participation
Exam format: essay

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: STAFF
Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Scan 5502 The Icelandic Saga
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Grimstad, Kaaren E
Description: This course surveys the historical-fictional prose chronicles, known as sagas, written in 13th century Iceland, tales of the great heroes and families of late Viking-Age Iceland. A selection of these sagas are read and the task is to understand both how sagas are structured and what they tell us about medieval Icelandic society. Students will read some critical studies of sagas and participate in group discussions. Target audience includes undergraduates and non-majors, as well as graduates and majors.
Class time: 50% lecture, 50% Discussion
Work load: 100 pages of reading per week, 10-15 pages of writing per semester, 2 papers
Grade: 80% written reports/papers, 20% class participation

Scan 5613 Contemporary Scandinavian Literature
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Hoeve, Poul
Description: This course explores Scandinavian fiction, drama, lyrical poetry, and essayistic criticism since WWII. Emphasis will be on one major novel--typically a fictional journey of life--from each of the five Scandinavian countries, and on selected shorter texts by Scandinavian critics, poets, and playwrights. Thematically, the continued dominance of modernism will be seen as challenged by various strands of realism and by various reconfigurations of modernism itself, such as postmodernist modes, new strategies and roles for the reader, and new notions of the author's verbal and imaginative craft. Around 2000 a simultaneity of literary positions, discourses and voices seems to have supplanted the more univocal scenarios of previous decades, and the literary scene to have increasingly become a field of artistic transformations. This overall picture will be further nuanced by references to the relevant historical and socio-cultural circumstances of each Scandinavian country and by mappings of pertinent literary
influences from abroad. A balanced view of Scandinavian distinctions and international interdependency will thus be attempted. In like manner, the course, which is intended for graduate students and advanced undergraduates, will seek to balance lecture surveys with in-depth discussions of individual texts, authors, and their national and transnational characteristics.

**Class time:** 40% lecture, 60% Discussion  
**Work load:** 125-150 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers  
**Grade:** 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% class participation  
**Exam format:** take home essay exam

### Scan 5701 Old Norse Language and Literature

**Description:** This course is devoted to developing an understanding of the grammatical structure and acquiring a reading knowledge of Old Norse by reading texts. Translation techniques include both close reading of texts with parsing and rapid reading for content only. The target audience is broad: upper level undergraduates and graduates, both majors and non-majors. It is helpful if the student has some knowledge of another language, especially one with a complex grammar structure such as Latin or German.

**Class time:** 100% translation of texts  
**Work load:** 30-50 lines of translation of texts per week  
**Grade:** 100% quizzes  
**Exam format:** passage to be translated with questions on grammar

### Sociology

**909 Social Sciences Tower: 612/624-4300**

#### Soc 1001 Introduction to Sociology

**Description:** This course will help you achieve this end. We begin by exploring the events, relationships, and social phenomena that shape society and to what Mills called the "sociological imagination": a way of viewing the events, relationships, and social phenomena that shape our individual lives and collective experience. We begin by exploring some of the major theoretical issues and methodological approaches that constitute the sociological enterprise. Then we survey some key areas of sociological inquiry, examining topics such as socialization, stratification and inequality, race and ethnicity, and work and economic life. Throughout the course, emphasis will be placed on understanding topics and issues through the sociological imagination. The required readings and assignments, along with class discussion and lectures will help you achieve this end.

**Class time:** 60% lecture, 40% Discussion  
**Work load:** 60 pages of reading per week, 12 pages of writing per semester, 4 exams, 3 papers  
**Grade:** 30% midterm exam(s), 10% final exam, 40% written reports/papers, 10% class participation, 10% lab work  
**Exam format:** multiple choice  
**Course URL:** [http://vista.umn.edu](http://vista.umn.edu)

#### Soc 1905 Freshman Seminar: The Civil Rights, Labor, and Women? s Movement

**Description:** Protests against racial, class, and gender inequality have 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  
**Exam format:** Varied  
**Course URL:** [http://www.mincava.umn.edu/educ.asp](http://www.mincava.umn.edu/educ.asp)
always been a persistent part of the U.S. political landscape. We will begin the course by exploring historical and contemporary patterns of race, class, and gender inequality with an eye toward understanding the grievances that motivated the civil rights, labor, and women’s movements in the U.S. We will then explore how each of these movements was able to mobilize people to act collectively to redress these grievances, the changing tactics and strategies they employed to do so, the nature of the organizations they created, and the opportunities and threats they faced in their efforts to bring about social change. The final part of the course will explore the impact of these three movements on patterns of inequality, public policy, and political culture. The course will involve many active and participatory learning exercises.

Class time: 50% lecture, 50% Discussion
Work load: 40-50 pages of reading per week, 15 pages of writing per semester, 1 exams, 1 papers, in class active and cooperative learning exercises

Exam format: essay

Soc 3090 Topics in Sociology: Cults and Totalitarianism
(Sec 001); 3 cr; max crs 3, 1 repeat allowed; meets DELM req of classroom
Instructor: Stein, Alexandra l
Description: This course will examine the phenomena of cults and totalitarian regimes - closed, hierarchical systems led by charismatic, authoritarian leaders. We will use a variety of sociological and social-psychological theories to understand these systems, in addition to reading narrative and literary accounts. We will explore the processes of recruitment, conversion, conformity, commitment and disaffiliation, with a particular emphasis on understanding the extreme obedience found in these systems. The course will examine commonalities between cults and totalitarian systems including: the effects on personal life and relationships, social networks, a shared absolute ideology, and a charismatic relationship between leader and followers.

Class time: 50% lecture, 30% Discussion, 20%
Work load: 40-50 pages of reading per week

Soc 3101 Introduction to the American Criminal Justice System
(Sec 001); 3 cr; A-F only; credit can 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: Samaha, Joel B !UCLA Distinguished Tchg Awd!!
Description: This course gives you an overview and analysis of the United States criminal justice system. The course stresses three themes: 1. the balance between the government’s power to control crime and the rights of individuals; 2. the appropriate decision making criteria (seriousness of offense, criminal history of offenders, and strength of evidence) and the illegal criteria (race, ethnicity) that can infect decision-making in the major crime control agencies (police, courts, and corrections); 3. the evaluation of criminal justice policies and practices (Do they work? Are they legal? Are they fair? Are they smart?). The course describes, analyzes, and provides information and arguments to stimulate you to think critically about crime control in a constitutional democracy. Topics include crime, trends in crime, criminals and their families; victims and their families; crime control in a constitutional democracy; criminal law; police, police roles and culture, police strategies, and police and the Constitution; charging suspects; prosecuting, defending, and sentencing defendants; probation and incarceration; and prisoner reentry into society ("Eventually, they all go home.") No prior knowledge of the criminal justice system is required.

Class time: 20% lecture, 20% Discussion, 60% "reality" videos about criminal justice in action and guest lectures by police, prosecutors, defense attorneys, and corrections professionals
Work load: 15-20 pages of reading per week, 5-7 pages of writing per semester, 4 exams
Grade: 30% final exam, 50% 3 exams during semester; 20% one paragraph reactions to videos, discussions, and guest lectures
Exam format: multiple choice
Course URL: http://www.soc.umn.edu/~samaha/

Soc 3201 Inequality: Introduction to Stratification
(Sec 001); 3 cr; prereq [1001 or equiv], [soc majors must register A-F]; meets DELM req of classroom
Instructor: Nelson, Joel Isaiah
Description: Why does inequality exist? Where is it prominent? How does it work? These are some of the basic questions this course will address. Topics range from social mobility to issues related to gender, race, and education. We give particular attention to the outcomes of inequality - why some persons live longer and happier lives while others are burdened by worry, poverty, and ill health. Inequality in American society is framed as a function of power situated in an new economic and global order. By the end of the semester, students will gain a greater understanding of some useful perspectives for analyzing a wide variety of issues pertaining to inequality, particularly public policy concerns. They additionally will develop an appreciation of trends in inequality - both in the United States, in other industrialized countries, and throughout the world. The course will be Web Enhanced (URL address not yet ascertained).

Class time: 50% lecture, 50% Discussion
Work load: 50-60 pages of reading per week, 10-20 pages of writing per semester, 3 exams, 1 papers, Papers optional substitute for exam
Grade: 40% mid-semester exam(s), 50% final exam, 10% class participation, 0% Options available for papers, extra credit book reports and class presentations
Exam format: multiple choice and essay

Soc 3322 Social Movements, Protests, and Change
(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent; meets DELM req of classroom
Instructor: Broadbent, Jeffrey Praed
Description: Focusing on the origins, dynamics, and consequences of social movements, this course explores debates about the dilemmas and challenges facing movement organizations, the relationship between social movements and political institutions, and the role of social movements and protest in bringing about change. The course is organized around general theoretical issues concerning why people join movements, why they leave or remain in movements, how movements are organized, the strategies and tactics they use, and their long-term and short-run impact. Although we will draw on a variety of empirical case studies, the emphasis will be on applying sociological concepts and theories to help us understand the local social movement organizations selected for your community service learning project. Readings: Several articles per week. Jeff Goodwin and James Jasper, eds. The Social Movements Reader: Cases and Concepts (Blackwell Publishing, 2003). Additional required articles in Wilson Library Electronic Reserve. Course Requirements: 24-30 page research paper based on community service learning with a local social movement organization of your choice. Submitted in three separate installments, or shorter papers (8-10 pages each), each worth 25% of your grade. Regular attendance and active participation in class are course requirements. The final 25% of your grade will be based on service learning journals and class participation. The course will be web enhanced with a Vista site.

Class time: 70% lecture, 30% Discussion
Work load: 50 pages of reading per week, 25-30 pages of writing per semester, 3 papers, service learning journal, class participation
Grade: 75% written reports/papers, 10% class participation, 15% Service Learning Journal

Soc 3701 Social Theory
(Sec 001); 4 cr; A-F only; prereq 1001 or instr consent; meets DELM req of classroom
Instructor: Broadbent, Jeffrey Praed
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, institutions 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 holds 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? This course will be web enhanced with a vista website to be announced.

**Class time:** 65% lecture, 15% Discussion, 20% small group work

**Work load:** 50 pages of reading per week, 4 exams, 2 papers

**Grade:** 20% written reports/papers, 5% lab work, 65% 4 exams; 10% e-journal

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**Soc 3701 Social Theory**

(Sec 002, 003); 4 cr; A-F only; prereq 1001 or instr consent; meets DELM req of classroom

**Instructor:** STAFF

**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, institutions 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 holds 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? The course will be web enhanced with WebCT Vista home page.

**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

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**Soc 3801W Sociological Research Methods**

(Sec 009); 4 cr; prereq [1001, Soc major] or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Kelly, Erin L

**Description:** This course provides a broad overview of the various research methods used in sociology. It will help you 1) better understand sociological research, 2) critically evaluate sociological studies and the presentation of research in the media, 3) gain confidence in planning and conducting your own research for course work or in your roles as employee or engaged citizen. The course will also hone your analytic skills by teaching you how to specify research questions, judge what counts as convincing evidence, and appreciate the challenges associated with various research strategies. We will engage in a wide variety of activities - lectures, small group activities, lab assignments that let you "try out" different kinds of research, writing and revising a research proposal, and tests - as we pursue these goals. This is a writing intensive course.

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

**Work load:** 60 pages of reading per week, 50+ pages of writing per semester, 3 exams, 8 papers, 6 short reports on research activities

**Grade:** 30% mid-semester exam(s), 40% written reports/papers, 5% class participation, 20% lab work, 5% regular reading questions

**Exam format:** Multiple choice, short answer, essay

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**Soc 3811 Basic Social Statistics**

(Sec 001); 4 cr; prereq [GC 0731 or intermediate algebra], soc major; 3801 recommended; meets DELM req of classroom

**Instructor:** Knoke, David H

**Description:** This is a social statistics course for undergraduate sociology majors. It emphasizes describing data and testing hypotheses. Lectures expose students to the theoretical bases of statistical methods and how to use them in social research. Laboratory sessions teach computing skills and data manipulation techniques. Test problems and lab assignments help students to gain knowledge of basic descriptive and inferential statistics, including frequency distributions, means tests, correlation and regression. Many examples are drawn from diverse sociological topics and illustrated with national survey data.

**Class time:** 67% lecture, 33% Laboratory

**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 paper

**Grade:** 25% mid-semester exam(s), 30% final exam, 25% written reports/papers, 10% special projects, 10% class participation

**Exam format:** Mixed -- typically 70% essay

**Course URL:** http://www.soc.umn.edu/~uggen/4111.htm

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**Soc 4090 Topics in Sociology: Sociology of Sport**

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

**Instructor:** Hartmann, Douglas

**Description:** This course examines how particular attributes or behavior are defined as deviant, the social consequences of formal and informal deviant designations, and the construction and imposition of norms, values, and rules. The subject matter is classified into four units. In the first unit, we take up some basic concepts that cut across theories and research on deviance, including social control, subcultures, and careers. The second unit is devoted to theories of deviant behavior and societal reaction. We then discuss methodology and how the "social facts" of deviance are determined and disseminated. Case studies in substantive areas are the fourth focus, addressing crime, organizational and recreational deviance, substance use, sexuality, suicide, disability, and mental illness. The final unit revisits the career concept with a focus on desistance, or leaving deviance. Course objectives include the following: (1) To understand how deviance is defined and produced; (2) To gain a working knowledge of the key sociological theories of deviance; (3) To apply the conceptual tools of these theories to selected case studies; and, (4) To critically evaluate institutional responses to deviance and control.

**Class time:** 50% lecture, 30% Discussion, 20% media and in-class exercises

**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 -- typically 70% essay

**Course URL:** http://www.soc.umn.edu/~knoke/pages/SOC3811.htm

This information is accurate as of: 4/6/2005 at 11:38 AM
Soc 4114 Social Control of Women Offenders
(Sec 001); 3 cr; prereq 3101 or 3102 or 3111 or instr consent; meets DLEM req of classroom
Instructor: Knuts, Candace Marie
Description: This course will deal primarily with the extent, causes, and formal methods of controlling female offending. Because offending by women in interrelated with victimization, we will also address, albeit secondarily, the victimization of females.
Work load: undergraduates will have 4 exams; graduate students will also write a term paper

Soc 4161 Criminal Law in American Society
(Sec 001); 3 cr; prereq 3101 or 3102 or 3111 or instr consent; meets DLEM req of classroom
Instructor: Samaha, Joel B
Description: What's criminal law and what's it good for? Should we punish people only for what they do or for what they might do or even sometimes for who they are? What are the justifications and excuses for committing crimes? Topics: Bill of Rights and criminal law; elements of crime prosecution has to prove beyond a reasonable doubt; accomplices; criminal attempts; defenses of justification (self-defense, defense of home) and defenses of excuse (insanity, age, syndromes); criminal homicide; criminal sexual conduct; terrorist crimes. Read and discuss actual cases edited for non lawyers. Intensive class discussion. For upper division undergraduates, all majors.
Class time: 15% lecture, 85% Discussion
Work load: 35 pages of reading per week, 5 exams
Grade: 20% quizzes, 80% 5 non-cumulative exams
Exam format: 20% description, definition, explanation of concepts (no notes or books allowed); 80% case analysis (you can use your notes but not your books)
Course URL: http://www.soc.umn.edu/~samaha

Soc 4321 Sociology of Globalization: Culture, Norms, and Organization
(Soc 001); Credit will not be granted if credit has been received for: GLOS 4221; 3 cr; A-F only; prereq 1001 or instr consent; meets DLEM req of classroom
Instructor: Schofer, Evan
Description: From the desert of India to the high plateaus of Bolivia to the trading floors of New York city, people from around the world are becoming increasingly interdependent. This course offers an overview of the processes that are forcing people's lives to intertwine economically, politically, and culturally. We will start with the most basic questions: What is this thing called "globalization"? Is it new? What are the forces behind it? Second, we will explore the idea that this era of globalization is marked by dramatic transformations in the ways we work, do politics, play, and communicate. Moreover, we will look into the idea that capitalism has changed significantly, that the division between rich and poor has intensified, and that the sovereignty of governments and the basic rights of people are being seriously challenged. We will also discuss the worlds of immigration, of fast-moving finance capital, of Hollywood cultural production, and everyday life, as they are experienced in the U.S., Mexico, India, South Africa, and parts of East Asia. Finally, we will look at "globalization from below" or social movement activism that works to produce social justice and change across national boundaries. They are contesting the worst effects of economic, political, and cultural globalization.
Class time: 25% lecture, 75% guided discussion
Work load: ~75 pages of reading per week, ~25 pages of writing per semester (two 2-4 page papers, three 5-8 page papers)
Grade: 75% written reports/papers, 25% participation, in-class debates and presentations

Soc 4461 Sociology of Ethnic and Racial Conflict
(Sec 001); 3 cr; prereq 1001 or instr consent; soc majors must register A-F; meets DLEM req of classroom
Instructor: Hironaka, Ann
Description: Ethnic conflict is a serious social issues both in the United States and abroad. One of the major goals of this course is to develop conceptual tools with to help make sense of ethnic conflict.
This information is accurate as of: 4/6/2006 at 11:38 AM

Soc 4521 Love, Sex, and Marriage
(Soc 001); 3 cr; Soc majors must register A-F; meets DLEM req of classroom
Instructor: Hull, Kathleen E
Description: This course will provide an overview of social scientific approaches to intimate human relationships. Specific topics we will cover include love and romance, dating and mate selection, sexuality, cohabitation, marriage, and divorce. Current U.S. practices are placed in historical and cross-cultural context. The goals for the course include: familiarizing you with social scientific approaches to the study of intimate human relationships and increasing your interest in the topic; challenging some of your taken-for-granted notions about what is "natural" or "normal" with regard to love, sexuality, and marriage; stimulating you to think about the impact of broad social forces (particularly the rise of modernity) on beliefs and practices related to intimate relationships highlighting the salience of various social identities - including race/ethnicity, class, age, sexual orientation, and especially gender - to beliefs and practices around intimacy; and, introducing you to some of the significant current policy debates regarding intimate relationships and fostering your ability to critically assess the arguments on all sides of these debates.
Class time: 60% lecture, 10% Closed Circuit TV, 10% Discussion, 20% interactive learning exercises
Work load: 70-90 pages of reading per week, 5 pages of writing per semester, 3 exams, weekly in-class writings on course readings
Grade: 30% final exam, 30% quizzes, 40% two "midterm" exams (20% each)
Exam format: multiple choice, short answer and essay
Course URL: http://www.soc.umn.edu/~hull/soc4521.htm

Soc 4966W Major-Project Seminar
(Soc 002); 4 cr; A-F only; prereq 3701, 3801, 3811, 12 cr upper div sociology, dept consent; meets CLE req of Writing Intensive; meets DLEM req of classroom
Instructor: Nelson, Joel Isaiah
Description: The College of Liberal Arts requires a paper in the major field during the senior year. This course provides the resources, assistance and encouragement necessary for majors in the Sociology Department to fulfill this requirement. The course is organized as a seminar. No lectures are involved. Students are not expected to do any readings other than the readings involved in formulating their work. The goal of the class is to put together all of the elements of sociological analysis - including problem formulation, literature review, project design, and the actual research required for the senior project. Students follow a step-by-step set of procedures which allows them to build a major paper from a series of guided, periodic assignments. The intent of the course is to have each and every student create a senior project that will be an exhilarating way to cap off their years at the University -- by putting together and implementing a highly personalized statement of a sociological problem. The course will be Web enhanced (URL address yet to be determined).
Soil 3416 Plant Nutrients in the Environment
(Sec 001); 3 cr; prereq 2125; meets DELM req of classroom
This information is accurate as of: 4/6/2005 at 11:38 AM

Instructor: Malzer, Gary L
Description: This course presents fundamental concepts in soil fertility and plant nutrition. The lecture emphasizes the basic concepts of nutrient availability to plants, and transport through the environment, while the discussion deals with practical applications of nutrient management and losses to the environment. Evaluation, interpretation, and correction of nutrient problems are presented. Designed for undergraduate students in the area of plant and soil science and environmental science.

Class time: 50% lecture, 50% Discussion
Work load: 15 pages of reading per week, 4 exams, 13 recitation assignments
Grade: 40% mid-semester exam(s), 10% final exam, 40% problem solving
Exam format: objective essay

Soil 3521 Soil Judging
(Sec 001); 1 cr; max crs 3, 3 repeats allowed; A-F only; prereq 4511; meets DELM req of classroom
Instructor: Cooper, Terence H
Description: Students who participate in the regional or national soil judging contest are eligible to enroll in this course. Soil judging contests are in October and require 4 days of commitment. Students should have completed Soil 4511

Class time: 100% Field trip to contest
Grade: 100% final exam

Soil 4093 Directed Research
(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 do research in a special area should determine 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 explore a special topic of their interest should visit with a faculty member who will direct their research activities. Research depth depends on the credits.

Class time:

Soil 4511 Field Study of Soils
(Sec 001); 2 cr; A-F only; prereq 2125; meets DELM req of classroom
Instructor: Cooper, Terence H
Description: This is a field course that requires students to learn how to write soil profile descriptions. Students visit numerous roadcuts and determine the morphological characteristics of the soils observed. Final field exam determines the course grade. Field exam is open book. Class meetings end first week of November. Week-long trip to another state for further soil investigation is possible.

Class time: 100% Laboratory
Work load: 50 pages of reading per week
Grade: 100% final exam

Soil 5125 Soil Science for Teachers
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Cooper, Terence H
Description: This course is designed for teachers who have completed some of the basic sciences (biology, chemistry). The course covers the 5 basic areas of: soil classification, soil formation, physical properties, biological properties and chemical properties. Students must use the WWW to read required information before doing hands-on laboratory activities. Lecture notes on the WWW. Students have the opportunity to prepare lesson plans for their students.

Class time: 60% lecture, 40% Discussion
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 papers  
Grade: 100% special projects  
Exam format: Essay-paper.

SALC 5994 Directed Research  
(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent; 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 papers  
Grade: 100% special projects  
Exam format: Essay-paper.

Spanish  
34 Folwell Hall: 612/625-5858

Span 144 Intermediate Medical Spanish  
(Sec 001); 0 cr; S-N only; prereq [1st yr college-level Spanish or equiv], dept consent ; meets DELM req of classroom  
Instructor: Lopez, Maria Emilce !!Outstanding Service Award!!  
Description: Designed to help health care professionals communicate with patients who speak Spanish. Basic medical vocabulary, questions and answers in common medical situations, vocabulary and phrases to conduct patient interviews and medical history, vocabulary and conversation to conduct physical exams; understanding the Latin American view of health and health care. Course includes use of WebCT and CD-ROM. One year college Spanish or equivalent is required.  
Course URL: http://www.idl.umn.edu/Span0144/home.html

Span 1001 Beginning Spanish  
(Sec 001-004); 5 cr; prereq Less than 2 yrs of high school Spanish, dept consent , no college-level Spanish; meets DELM req of classroom  
Instructor: STAFF  
Description: This course is strictly for students who have less than two years of high school Spanish. Permission numbers are required in order to register for this course. Students should bring their high school transcripts and an ID card to Folwell Hall 34 to obtain a number. Spanish 1001 focuses on the development of communication skills in listening, speaking, reading, and writing. One day a week students will watch “Destinos”, an educational television program in Spanish. The text, “?Sabias que...?” 3rd ed., is accompanied by a workbook and audio tapes or CDs that are designed to be studied outside class. In this text students will cover material from the “Leccion Preliminar” through and including “Leccion 8”. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Spanish is spoken almost exclusively in
Span 1003 Intermediate Spanish (Sec 001-032); 5 cr; prereq [1002 or 1022] or EPT placement; meets DELM req of classroom

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 001-026); Credit will not be granted if credit has been received for: SPAN 1014, SPAN 1014, SPAN 1044, SPAN 1044, SPAN 1044, SPAN 1044, SPAN 1044, SPAN 1044; 5 cr; prereq 1003 or EPT placement; 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 or BIS degree program in the CLA must take the Graduation Proficiency Test (GPT) as a requirement of the course, unless they have already passed the GPT in this or another language.

Class time: 10% lecture

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, 15% class participation, 5% lab work, 0% 15% written composition; 10% round-table discussion; 10% debate

Exam format: Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items; Encourage the use of natural language by using short answers, short/long essays. 1 debate

Span 1014 Business Spanish (Sec 001); Credit will not be granted if credit has been received for: SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004; 4 cr; prereq 1003 or [dept consent, instr 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. In this course, you will build on the communicative speaking, writing, listening and reading skills that you acquired during the first three semesters of Spanish, but with a focus on business vocabulary, report writing skills, proper format for business communications and conversational fluency on trade-related topics. The "Pasajes" series, 4th ed: "Lengua" and Saldo a favor texts are used. Class activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class time is intended for grammar instruction and practice. Because Spanish class is about the only place where you can practice listening and speaking, class attendance is critical. All students in a BA, BFA or BIS degree program in the CLA must take the Graduation Proficiency Test (GPT) as a requirement of the course unless they have already passed the GPT in this or another language.

Class time: 10% lecture, 90% discussion, 30% listening, writing, testing for comprehension and vocabulary, and peer editing, and 10% lecture.

Work load: 25 pages of reading per week, 7 TO 8 pages of writing per semester, 5 exams, 3 compositions, 1 oral presentation

Grade: 40% mid-semester exam(s), 15% final exam, 15% written reports/papers, 10% in-class presentations, 10% class participation, 10% 10% homework

Exam format: Listening, vocabulary, reading, short essay, grammar

Span 1022 Alternate Second-Semester Spanish (Sec 001-026); 5 cr; prereq 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% listening and workbook exercises
Span 3015 Spanish Composition and Communication (Sec 001-011); 4 cr; prereq [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 generate a series of creative and original compositions and will read a variety of texts from both Spain and Latin America. The class will employ diverse learning techniques -- grammar review, audio tape exercises, paired work, small group work, all class discussions, oral presentations, peer editing, process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a major time commitment on the part of each student registered.
Class time: 25% lecture, 50% Discussion, 25% 15% peer editing, 10% preparing and presenting projects
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 4 papers, 30% compositions, 20% examinations, 10% research paper, 10% oral presentation, 10% reader's journal, 20% compositional group work and class participation
Grade: 20% mid-semester exam(s), 20% quizzes, 10% in-class presentations, 10% class participation, 0% 15% compositions and portfolio, 10% paper, 10% reader's journal, 25% final paper
Exam format: Essays and short answers written in Spanish, together with grammar sections.

Span 3021 Advanced Communication Skills (Sec 001-004); 4 cr; prereq 3015; 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 course 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, 6 papers, 30% compositions, 20% examinations, 10% research paper, 10% oral presentation, 10% reader's journal, 20% compositional group work and class participation
Grade: 20% mid-semester exam(s), 20% quizzes, 10% in-class presentations, 10% class participation, 0% 15% compositions and portfolio, 10% paper, 10% reader's journal, 25% final paper
Exam format: Essays and short answers written in Spanish, together with grammar sections.

Span 3044 Advanced Medical Spanish (Sec 001); 4 cr; prereq [[1004 or 1014 or 1044 or equiv]], LPE in Span] or instr consent ; 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 (Span 1044). 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 Chicanos/Latinos 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, 11 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

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**Span 3105W Introduction to the Study of Hispanic Civilizations**

(Sec 001-06); 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 Espana Latinoamérica 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 idiosincracia hispana. Motivo de discusión serán ciertos rasgos que tienden a formularse en las sociedades latinas: la religión y el fetishismo, la re-escritura de la historia, el discurso político, el racismo y los grupos étnicos, la civilización y la barbarie, la revolución y las nascientes democracias, la literatura, la música, el teatro y el cine. El propósito del curso es familiarizar al estudiante con el funcionamiento de los mecanismos sociales que hacen de la sociedad hispana un fenómeno peculiar y distinto. En razón a ello, las clases tendrán dos componentes básicos. Por un lado, el profesor presentará al inicio de cada sección y en algunas clases los conceptos y los temas que serán enfatizados en el análisis de textos específicos recurriendo a los fuentes de información disponibles, e.g., bibliotecas, bibliografías, revistas especializadas etc. Se requiere que los alumnos: 1) atiendan las explicaciones y tomen notas de las mismas; 2) estudien los topicos formales e históricos que aparecen en los textos asignados; 3) observen sistemáticamente los videos presentados en clase; 4) formen grupos de discusión 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

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**Span 3107W Introduction to the Study of Hispanic Linguistics**

(Sec 001-05); 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 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

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**Span 3211 Literary Discourses of Imperial Spain, 1492-1800**

(Sec 001); Credit will not be granted if credit has been received for: SPAN 3311, SPAN 3211H, SPAN 3211H, SPAN 3211H, 3 cr; prereq 3104; meets CLE req of classroom

**Instructor:** Spadaccini, Nicholas

**Description:** This course will consider some of the major literary/cultural texts from the early-modern period, especially the sixteenth and seventeenth centuries, also known as the Renaissance and Baroque periods. Presentations and discussions will cover a broad range of materials ranging from writing on the so-called “New World” to representations of issues and topics such as poverty, honor and lineage, history and fiction, love, marriage, subjectivity, and so on. These discussions will be organized around canonical texts such as Fernando de Rojas’s La Celestina; the anonymous Lazarillo de Tormes (which was probably written by an Ercasman humanist); sections of Cervantes’s Don Quijote, and other texts covering most genres. A detailed syllabus will be made available to students on the first day of class.

**Class time:** 60% lecture, 30% Discussion, 10% (Oral presentation of a literary work in a round-table format)

**Work load:** 50-60 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 paper, All lectures and discussions are conducted in Spanish, and all written essays, papers and examinations will be submitted in Spanish.

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

**Exam format:** Essays (textual analysis; discussion of literary issues and problems) combined with short-answer definitions (i.e., genres, technical language), and identifications

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**Span 3401 Service Learning in the Chicano/Latino Community**

(Sec 001-03); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Citizenship/Publi 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 paper

**Grade:** 50% written reports/papers, 20% class participation, 30% participation in the community; discussion leader

**Exam format:** no exams

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**Span 3612 The MAN OF LA MANCHA and Quixotic Discourse**

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

**Instructor:** Spadaccini, Nicholas

**Description:** Cervantes's Don Quijote (1605; 1615) will be analyzed and discussed in light of literary, historical, philosophical, and social-cultural issues. Specific areas of discussion include Don Quijote and the poetics of the novel; its transgression of the limits of traditional prose-fiction genres (chivalric, pastoral, picaresque, etc.); its dialogue with the conservative culture of Counterreformation Spain; and present-day debates between critics who adhere to traditional humanist and/or historicist readings and those whose work is informed by avant-garde, post-structuralist theory. Our general approach should also facilitate a discussion of the function of other types of discourses within the novel's frame. For example, one might argue that the purging of Don Quijote's library (1, 6) recalls the ritual discourse of the Inquisition; that Cervantes's use of proverbs captures the weight of oral culture at a time when the majority of the population could neither read nor write; that the reactions of various characters to the oral reading of romances of chivalry allow us to speculate on matters of authority and authorial
intensions as each listener brings to the reception his/her own preoccupations and tastes. We shall also examine the strategy behind the novel?is inclusion of elements of both official and unofficial culture, and consider how Don Quijote manages to engage in popular practices.

Class time: 60% lecture, 30% Discussion, 10% (Oral presentation?personal reflection on DON QUIJOTE)

Work load: 70-90 pages of reading per week, 7-8 pages of writing per semester, 2 exams, 1 papers. All lectures and discussions are conducted in English, and all written essays, papers and examinations will be submitted in English unless the course is taken for major credit. In the latter case, exams must be written in Spanish.

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

Exam format: Essays (analysis/discussion of key issues introduced in the course); Note: final exam is a take-home exam consisting of three questions to be distributed three weeks prior to the end of the semester.

Span 3701 The Structure of Spanish: Phonology

(Sec 001); Credit will not be granted if credit has been received for: SPAN 3801, SPAN 3701H, SPAN 3701H; 3 cr; prereq 3107; meets DELM req of classroom

Instructor: Face, Timothy L

Description: This course aims to provide undergraduate students with an understanding of the basic concepts of phonetics and phonology and to teach them to apply these concepts to Spanish. The course will be both conceptual and practical. The practical component will involve the students using the concepts learned in class to improve their own pronunciation of Spanish. Students will acquire skills in recognizing, producing, transcribing and describing in linguistic terms the sounds of Spanish and in understanding and analyzing the Spanish sound system. A portion of the course will also focus on the main dialectal differences across the Spanish-speaking world. Some consideration will also be given to the Spanish orthographical system as it relates to the Spanish sound system.

Class time: 50% lecture, 20% Discussion, 30% group activities

Work load: 10 pages of reading per week, 10 pages of writing per semester, 2 exams, project; periodic homework assignments

Grade: 20% final exam, 20% special projects, 40% quizzes, 20% homework

Exam format: mixed format

Span 3704 Sociolinguistics of the Spanish-Speaking World

(Sec 001); Credit will not be granted if credit has been received for: SPAN 3804, SPAN 3704H, SPAN 3704H; 3 cr; prereq 3107; meets DELM req of classroom

Instructor: Klee, Carol Anne

Description: This course will introduce undergraduates to major concepts in the field of sociolinguistics through the study of the Spanish language in its various contexts. We will examine issues such as the interaction of language with social, political, and cultural phenomena and reflect on how language changes within a given society. Course readings, lectures, and class discussions will be in Spanish.

Class time: 60% lecture, 40% Discussion

Work load: 75 pages of reading per week, 10 pages of writing per semester, 2 exams

Grade: 30% mid-semester exam(s), 40% final exam, 10% written reports/papers, 5% in-class presentations, 5% class participation, 10% problem solving

Exam format: essay

Span 3970 Directed Studies

(Sec 001); Credit will not be granted if credit has been received for: TLDO 3970, TLDO 3970; 1-4 cr; max crs 9, 3 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study. Consult with the Undergraduate Advisor: Margarett Demmessie.

This information is accurate as of: 4/6/2005 at 11:38 AM
engaged with the area. Columbus will be the starting point; the end will land on the figure of Fray Servando Teresa de Mier. We will go through the writings of Columbus, Cortes, Ercilla, Garcilaso Inca, Guaman Puma, Alva Ixtlixoxtitl, Bartolome de las Casas, Siguenez y Gongora, Juana Ines de la Cruz, Friar Servando among others. The course has been prepared for MA and doctoral candidates in Spanish literatures, linguistics, and cultures. The students must be ready, by the end of the semester, to produce a publishable essay of 25-30 pages.

Class time: 30% lecture, 30% Discussion, 40% presentations

Work load: 100 pages of reading per week, 30 pages of writing per semester.

Grade: 60% written reports/papers, 20% quizzes, 20% class participation

Span 5711 The Structure of Modern Spanish: Phonology
(Sec 001); 4 cr; prereq 3701, two 3xxx or 5xxx linguistics courses in Spanish or instr consent; meets DELM req of classroom
Instructor: Face, Timothy L

Description: This course provides an intense introduction to some of the major topics in Spanish phonology and their treatments within the various models of generative phonology. A working knowledge of Spanish articulatory phonetics and a basic knowledge of phonological concepts is assumed. Throughout the course we will build on this previous knowledge and examine the ways in which modern phonological theory has been applied to topics in Spanish, the contribution that phonological theory has made to our understanding of Spanish, and the contribution that Spanish has made to phonological theory. While lecture will be used to introduce concepts, the majority of class time will be spent discussing the course readings.

Class time: 25% lecture, 75% Discussion

Work load: 60 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 paper

Grade: 15% mid-semester exam(s), 15% final exam, 30% written reports/papers, 20% in-class presentations, 20% problem solving

Exam format: Essay, problem solving

Span 5716 The Structure of Modern Spanish: Pragmatics
(Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom
Instructor: Ocampo, Francisco Antonio

Description: This course constitutes an introduction to the field of pragmatics. The main topics of the discipline are discussed: deixis, conversational implicature, presupposition, speech acts and conversational analysis. The target audience is graduate students.

Class time: 60% lecture, 40% Discussion

Work load: 30 pages of reading per week, 2 exams, weekly assignments

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

Exam format: Essay

Span 5970 Directed Readings
(Sec 001, 006, 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

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: STAFF

Description: Introduction to the physics and biology of spoken language; the talker's production of sounds and words; transmission of sound; the listener's perception of what was heard; and computer analysis and synthesis of speech. Lectures will be supported by computer animations that show, in slow motion, rapidly changing dynamic events in acoustics, by on-line computer analysis of speech, and by laboratory sessions. Objectives: 1) Provide students who have a limited physics and biology background with an introduction to the physics and biology of spoken language, a field that is not only interesting, but of considerable social importance because of the dominant role that speech, language, and hearing play in society; and 2) Introduce students to recent technological advances associated with spoken language such as digital signal processing systems and speech recognition techniques. The trek through history will begin with Kratzenstein, who designed the first speech synthesizer in 1179, and end with an examination of the ways in which current research from disciplines such as physics, biology, psychology, linguistics, speech and hearing science, and so forth contributes to our understanding of the physics and biology of spoken language.

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: STAFF

Description: Introduction to the physics and biology of spoken language; the talker's production of sounds and words; transmission of sound; the listener's perception of what was heard; and computer analysis and synthesis of speech. Lectures will be supported by computer animations that show, in slow motion, rapidly changing dynamic events in acoustics, by on-line computer analysis of speech, and by laboratory sessions. Objectives: 1) Provide students who have a limited physics and biology background with an introduction to the physics and biology of spoken language, a field that is not only interesting, but of considerable social importance because of the dominant role that speech, language, and hearing play in society; and 2) Introduce students to recent technological advances associated with spoken language such as digital signal processing systems and speech recognition techniques. The trek through history will begin with Kratzenstein, who designed the first speech synthesizer in 1179, and end with an examination of the ways in which current research from disciplines such as physics, biology, psychology, linguistics, speech and hearing science, and so forth contributes to our understanding of the physics and biology of spoken language.

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 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: STAFF

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, studying opinion polls, 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
SLHS 3302 Anatomy and Physiology of the Speech and Hearing Mechanisms (Sec 001); 3 cr; meets DELM req of classroom
Instructor: STAFF
Description: The course focuses on the structures and functions of the speech production and auditory systems. The course material is addressed from a sub-systems approach, for example, including discussion of the respiratory, phonatory, articulatory, auditory, and vestibular systems. The primary teaching format is lecture-style presentations, although individual and small-group interactive exercises are incorporated into many classes. The goal of the course is to provide a strong basis from which to consider normal and disordered aspects of human communication. The target audience is undergraduate students, both CDIs majors and non-majors.

Class time: 85% lecture, 15% Discussion
Work load: 20-30 pages of reading per week, 3 exams, weekly software lessons and quizzes
Grade: 42% final exam, 8% quizzes, 50% There are two other exams during the semester, each worth 25%
Exam format: multiple choice, matching, graph interpretation, short answer

SLHS 3303 Language Acquisition and Science (Sec 001); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Reilieh, Joe E
Description: This course provides a detailed description of the emergence of gestural and vocal communicative behavior. Particular attention is given to the emergence of the social uses and conversational interactions that emerge as individuals progress from infancy to early adolescence. Theories and current evidence based research addressing the comprehension and production of semantics, syntax and pragmatics are addressed. Language characteristics associated with language delays and disorders are also considered. The content of this course draws on relevant literature in psychology child development, and special education. At the completion of this course students should be able to: 1. Provide criteria to identify intentional communicative acts 2. Describe the emergence of basic communicative and conversational functions 3. Describe the development of vocal and gestural communicative means 4. Describe quantitative and qualitative aspects of vocabulary acquisition 5. Describe the development of morphology and syntax 6. Describe major theories that drive language acquisition research 7. Be familiar with patterns of language comprehension and production that are associated with language delay and certain language disorders.

Class time: 75% lecture, 25% Discussion
Work load: 30 pages of reading per week, 3 exams
Grade: 33% mid-semester exam(s), 33% final exam, 34% quizzes
Exam format: multiple choice, short answer

SLHS 4301 Introduction to the Neuroscience of Human Communication (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Kennedy, Mary R T
Description: This course is intended to provide students who are majoring in Communication Disorders with an overview of neuroanatomy, neurophysiology, and neuroscience. Special emphasis will be placed on the structural and functional relationships necessary for speech, language and hearing. Topics will include: gross anatomy of central and peripheral nervous systems; basic principles of neuroscience; neural embryological development; motor and sensory systems; visual and auditory systems; limbic system; reticular formation, and hemisphere and cortical specialization. Current diagnostic techniques and clinical neuropathologies associated with communication disorders will also be introduced.

Class time: 60% lecture, 25% Discussion, 15% Laboratory
Work load: 30 pages of reading per week, 8 pages of writing per semester, 3 exams, 3 laboratory assignments

Grade: 25% mid-semester exam(s), 25% final exam, 20% quizzes, 5% lab work, 25% mid-semester exam
Exam format: multiple choice, fill-in, short answer

SLHS 5993 Directed Study (Sec 001-012); 1-12 cr; max crs 18, 18 repeats allowed; prereq instr consent; 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
Stat 1001 Introduction to the Ideas of Statistics
(Sec 001, 004, 007, 010-011); 4 cr; prereq 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
Work load: 10 pages of reading per week, 3 exams
Grade: 40% mid-semester exam(s), 40% final exam, 20% problem solving
Exam format: essay, problem solving and multiple choice

Stat 3011 Introduction to Statistical Analysis
(Sec 001, 005, 008, 013, 017); Credit will not be granted if credit has been received for: STAT 5021, STAT 5021, ANSC 2211, ANSC 2211, ANSC 2211; 4 cr; prereq Two yrs high school math; meets CLE req of Mathematical Thinking Core; 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 3021 Introduction to Probability and Statistics
(Sec 001-004); 3 cr; prereq Math 1272; meets DELM req of classroom
Instructor: STAFF
Description: This course will start with an introduction of probability, including interpretations of probability, axioms of probability, and the use of counting methods for solving probability problems, conditional probability, Bayes theorem, independence, random variables and distributions, expected values, the binomial, Poisson, normal and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to the theory of statistical inference, including estimation, confidence intervals, and hypothesis tests.
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 001, 004); 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.

Stat 4893W Senior Paper
(Sec 001); 1 cr; prereq Stat major; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: STAT 4893W is a requirement for a BA in Statistics in CLA. The requirement can be satisfied in three ways: (1) Directed study culminating in a paper on a specialized area of Statistics (this is the most common choice), (2) A written report on a consulting assignment or on an analysis of data. (3) A computer program to implement a nontrivial statistical technique, together with documentation of its use. Students should enroll in any semester of their Senior year. If work is unfinished at the end of the semester (as frequently happens), an incomplete (I) will automatically be reported. The topic of the paper should be chosen in consultation with a faculty supervisor. Frequently this faculty member will be the student's instructor in STAT 5xxx, and the paper will build from the course.
Work load: 1 papers
Grade: 100% written reports/papers

Stat 5021 Statistical Analysis
(Sec 001); Credit will not be granted if credit has been received for: STAT 3011, STAT 3011, ANSC 2211, ANSC 2211, ANSC 2211; 4 cr; prereq credit will not be granted if credit received for: 3011; College algebra or instr consent; Stat course recommended; meets DELM req of classroom
Instructor: Meeden, Glen Dale
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 the more common statistical methods, the design of single-factor experiments and the ability to read journal articles and assess their statistical content critically. After completion of the course, students are able to carry out one-and-two sample tests, set up confidence intervals for means, proportions and differences in means and proportions. They can fit single-predictor regressions and one-way analysis of variance, along with checks of the model assumptions underlying these methods. The course includes a brief non-calculus introduction to probability theory and statistical distributions. Teaching involves in-class lectures and weekly homework exercises. To do many of the problems you will need to use a statistical package. If your home department has such a package you should use that. Otherwise you may use Rweb. This is a free statistical analysis package which is available over the Internet. For more information go to http://www.stat.umn.edu and click on Rweb. There is a weekly computer lab for help with the assignments. Homework solutions, some course handouts and copies of old exams with solutions will be available over the web.
Class time: 75% lecture, 25% Laboratory
Work load: 30 pages of reading per week, 2 exams
Grade: 44% mid-semester exam(s), 44% final exam, 12% problem solving
Exam format: problem solving
Course URL: http://www.stat.umn.edu/~glen/classes/5021a/

Stat 5021 Statistical Analysis
(Sec 005); Credit will not be granted if credit has been received
Most of the semester is devoted to probability theory including random
and statistical distributions. The course includes a brief non-calculus
introduction to probability theory with checks of the model assumptions
underlying theses methods. The single-predictor regressions and one-way analysis
of variance, proportions and differences in means and proportions. They can fit
one-and-two sample tests, set up confidence intervals for means,
critically. After completion of the course, students are able to carry out
and the ability to read journal articles and asses their statistical content
common statistical methods, the design of single-factor experiments
students in non-statistics-major programs who need statistical
Description:
Instructor:
College algebra or instr consent; Stat course recommended;
Grade:
Work load:
Class time:
exam solving
Some basic issues in Statistics. Probability spaces, random variables
5651. Same as MATH 5651. Logical development of probability and
Instructor:
STAT 4101, MATH 4653; 4 cr; prereq Math 2263; meets DELM req of
null if credit has been received for: MATH 5651, MATH 5651, MATH 5651, MATH 5651, STAT 4101, STAT 4101, MATH 4653; 4 cr; prereq Math 2263; meets DELM req of
classroom
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 5101 Theory of Statistics I
(Sec 001); Credit will not be granted if credit has been received for:
MATH 5651, MATH 5651, MATH 5651, MATH 5651, STAT 4101, STAT 4101, MATH 4653; 4 cr; prereq Math 2263; meets DELM req of
classroom
Instructor: Sudderth, William D.
Description: Calculus level introduction to mathematical statistics.
Most of the semester is devoted to probability theory including random
variables, expectation, variance, the law of large numbers, and the
central limit theorem. Most of the important distributions for statistics,
such as the binomial, the Poisson, the gamma, and the normal will be
studied.
Class time: 70% lecture, 15% Discussion, 15% Laboratory
Work load: 30 pages of reading per week, 3 exams
Grade: 40% mid-semester exam(s), 45% final exam, 15% problem
solving
Exam format: problem solving

Stat 5101 Theory of Statistics I
(Sec 004); Credit will not be granted if credit has been received for:
MATH 5651, MATH 5651, MATH 5651, MATH 5651, STAT 4101, STAT 4101, MATH 4653; 4 cr; prereq Math 2263; meets DELM req of
classroom
Instructor: Wang, Lan
Description: No credit if credit was received for STAT 4101 or MATH 5651. Same as MATH 5651. Logical development of probability and
some basic issues in Statistics. Probability spaces, random variables and
their distributions and expected values, law of large numbers and
central limit theorem, generating functions, sampling, sufficiency, and
estimation.

Stat 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: Hawkins, Douglas M
Description: About half the students taking Stat 5302 are graduate
students in non-statistics-major programs whose research requires
competence in multiple regression. Half are undergraduates taking the
course as part of a sequence in applied statistical methodology. All
students have already taken an introductory methods course up to the
level of single-predictor linear regression and one-way analysis of
variance. The course covers linear multiple regression. The technical
underpinning of the multiple regression model is taught from a non-
calculus perspective. There is particular emphasis on diagnostic
methods for detecting and remedying departures from model
assumptions. Extensive use is made of software, with weekly lab
assignments supplementing the in-class lectures.
Class time: 80% lecture, 20% Laboratory
Work load: 40 pages of reading per week, 3 exams
Grade: 35% mid-semester exam(s), 25% final exam, 40% weekly
homework

Exam format: short problems
Course URL: http://www.stat.umn.edu/classes

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: Oehlert, Gary W
Description: This course covers basic experimental designs, when to
use them, and how to analyze the results. We cover: completely
randomized designs, factorial treatment structures, random and mixed
effects models, complete and incomplete blocks, covariates, split plots,
and response surfaces. Primarily lecture based, with discussion and
computer work in the lab. This course is aimed at nonstatistics
graduate students, but advanced undergraduates can also attend.
Class time: 90% lecture, 10% Laboratory
Work load: 40 pages of reading per week, 3 exams, 1 papers, weekly
homework
Grade: 40% mid-semester exam(s), 25% final exam, 15% special
projects, 20% problem solving
Exam format: problem solving
Course URL: http://www.stat.umn.edu/~gary/classes/5303

Stat 5421 Analysis of Categorical Data
(Sec 001); 3 cr; prereq 5302 or instr consent; meets DELM req of
classroom
Instructor: Qiu, Peihua
Description: See Graduate School Catalog, 1999-2001
Class time: 80% lecture, 20% Laboratory
Work load: 20 pages of reading per week, 80 pages of writing per
semester, 3 exams
Grade: 40% mid-semester exam(s), 40% final exam, 20% problem
solving
Course URL: http://www.stat.umn.edu/~qiu/

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.
development of film, television, radio, computers and other media onto the international scene. It examines the relationship between western modernity and the discourse networks of mass culture, and provides a history of the field of cinema and media studies. We'll start with the current state of media "convergence" and then examine its history. To begin, we'll compare watching the film "Tomb Raider" to the experience of playing the video/computer game; we'll also look at "La Croft" as a celebrity/media creation, and do some research on the web. In addition to weekly readings and screenings, we will do a number of practical exercises, working with images and sequences, and researching technology-related issues on the web to help build the course website.

**Class time:** 40% lecture, 30% Closed Circuit TV, 20% Discussion, 10% Laboratory

**Work load:** 25-30 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 3 papers, Other exercises and assignments as needed

**Grade:** 30% final exam, 20% written reports/papers, 20% special projects, 10% quizzes, 10% class participation, 10% lab work

**Exam format:** varies -- mostly short essay

**Course URL:** http://cscl.cla.umn.edu/courses/scmc3001/index.html

**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 ideas. 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 technology 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

**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. Proliferating screens are both expanding and contracting in size. The specificities of celluloid are being radically reconfigured by digital technologies. Home computers are becoming new sources for cinematic experience. This course considers a range of contemporary visual culture through the frame of North American and international film culture. Lectures and discussions will be organized around selected films and employ basic concepts 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(7), 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 films 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 exam, 2 papers

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**Swedish**

205 Folwell Hall: 612/625-2080

**Swed 1001 Beginning Swedish**

(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 4001, SWED 4001; 5 cr; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This is the first course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Swedish. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. Class sessions will emphasize interactive communicative activities in pairs and small groups, with a focus on improving listening and speaking skills. Additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Sweden is an integral part of the course. See the description for Swed 4001 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.

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

**Grade:** 100% 50% reading/writing, 50% oral/aural

**Exam format:** structured exercises in all 4 modalities and grammar, pronunciation, vocabulary and culture

**Swed 1003 Intermediate Swedish**

(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 4003, SWED 4003, SWED 4003, SWED 4003; 5 cr; prerequisite 1002; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course continues the presentation of language skills--speaking, writing, listening and reading begun in Swedish 1001-2 (or quarter system courses 1101-2-3). Students will review, examine and develop these skills through a content-based curriculum. Students will be introduced to a variety of Swedish texts--stories, songs, newspaper articles, video and Internet resources. The review of basic points of Swedish grammar with an emphasis on sentence structure and word order will enable students to improve their writing skills in connection with process-oriented writing assignments. Vocabulary building will be supported by a rich array of texts that the students will be reading during their second year. Speaking and listening will be practiced in role play activities involving representative social situations. The interactive will familiarize students with the different levels of formality and intimacy used in conversational settings, and the codes and mythologies unique to Swedish culture. See the description for Swed 4003 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.

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

**Grade:** 100% 50% reading/writing, 50% oral/aural

**Exam format:** written essays, listening and reading protocols, structural exercises, oral interviews
for Swed 1003 under the number Swed 4003 for 2 credits. Contact the department office, (612) 625-2080, for permission.

**Swed 4003 Intermediate Swedish**

*(Sec 001, 002)*: Credit will not be granted if credit has been received for: SWED 1003, SWED 1003; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom

**Instructor:** STAFF

**Description:** See the course description for Swed 1003. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student of are not seeking a CLA degree, you may register for Swed 1003 under the number Swed 4003 for 2 credits. Contact the department office, (612) 625-2080, for permission.

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**Teaching English as a Second Language**

215 Nolte Center: 612/624-3331

**TESL 3001 Basics in Teaching English as a Second Language**

*(Sec 001)*: 4 cr; prereq [Ling 3001 or Ling 3001H or Ling 5001], have studied another language, 550 TOEFL score [if non-native speaker]; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; 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 methodology and techniques for teaching and assessing the skills of listening, speaking, pronunciation, reading, and writing. Your reading and classroom lectures will provide you with an introduction to the phonological and syntactic systems of English. In addition, you will study the language learning processes of adults, considering the linguistic, psychological and socio-cultural factors which influence the process. You will learn something about the language and culture of immigrant groups currently residing in the Twin Cities, including Hmong, Somali, and Hispanic languages and cultures. You will become aware of the interrelationship of language and culture and how that influences learning. The various contexts of teaching English to literate and non-literate adults in the U.S. and abroad will be addressed. As you read and discuss the 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

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**TESL 3501 Practical Language Learning for International Communication**

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

**Instructor:** STAFF

**Description:** Going to study abroad to learn a new language and culture? What are your strengths as a language learner? This course is about improving language learning - getting a sense of your learning style preferences and language strategy preferences. You will also explore your motivation to learn languages in general and a given language in particular, and your motivation to do specific language tasks. Ideally, the course will not only make you more aware, but also better equipped to succeed at learning and using languages now and in the future, at home and abroad. The objectives of the course are to provide you with background readings on learning a new language; to engage you in diagnosing your learning style and language strategy preferences and those of your peers; to have you participate in classroom exercises intended to simulate real language learning and language use situations. The topics include: (a) learning a new language, (b) learning style preferences, (c) language learning strategies and the classification of strategies by type (language learning vs. language use), by purpose, and by skill; (d) communication strategies, (e) strategies by skill areas - listening, vocabulary learning, speaking, reading, writing, and translation strategies, (f) motivation in language learning, (g) the intersection of task, style, and strategy, (h) learning language within differing teaching methods, (i) cross-cultural awareness and strategies for enhancing adaptation to a new culture.

**Class time:** 20% lecture, 40% Discussion, 40% Group tasks

**Work load:** 20 pages of reading per week, 25 pages of writing per semester, 1 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 70% written reports/papers, 10% class participation

**Exam format:** Open ended questions

**Course URL:** http://webct.umn.edu

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**TESL 5401 Language Analysis for Teachers of English as a Second Language**

*(Sec 001)*: 4 cr; prereq Ling 3001 or Ling 5001 or instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course, required for both MA ESL majors and undergraduate ESL minors, provides an overview of the structure of the English language that is specifically geared to the needs of teachers of English to speakers of other languages (both ESL and EFL). While not focusing on pedagogical issues per se, it will view the structures of English from the point of view of second language speakers as well as analyzing the ways in which native speakers use the language. Furthermore, an effort will be made to analyze critically what is written about the language in grammar books and other pedagogical materials, and to compare these descriptions with empirical analyses of actual language data. The emphasis in this course is on the ways in which linguistic analysis, and particular what is known about the structure of the English language, can help us to understand what is going on in the ESL classroom. The core function of the course is to make clear the links between theoretical concepts in linguistics and the things native speakers and ESL students say and write. TESL 5401 is the first of a two-semester sequence. In TESL 5401 we will cover English phonetics and phonology, basic morphemes of English, and the grammar of the simple sentence in English, including word order, subject-verb agreement, verb tense and aspect, modal, negation, and question formation.

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

**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 1 papers, paper required only for graduate students

**Grade:** 40% written reports/papers, 45% quizzes, 15% class participation

**Exam format:** short answer essay

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**TESL 5993 Directed Studies**

*(Sec 001-003)*: 1-4 cr; max crs 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.

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**Theatre Arts**
580 Rarig Center: 612/625-6699

**Th 1101W Introduction to the Theatre**  
(Sec 001); 4 cr; A-F only; prereq =: 1101W; honors; meets CLE req of International Perspective; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors  
Instructor: Kuftinec, Sonja  
**Description:** Can theater really change the world? Can it change you? By the end of a semester with TH 1101 we hope you’ll be able to answer these questions positively and in-depth. We focus on the transformative potential of theater-exploring how theater can challenge political and artistic assumptions as well as forge community. We explore theater's power to help us recognize ourselves and think differently about the world. In the first half of the course we look at theater from a variety of cultural and historical perspectives including African storytelling and European play texts. In the second half of the course we focus on the nuts and bolts of making theater. As a final project, students collaborate on a short production, putting into action the basic skills necessary to create live theatre (no prior experience is necessary!) TH 1101 fulfills CLE requirements for International Perspectives, the Literature Core, and is a Writing Intensive class.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 50-100 pages of reading per week, 10 pages of writing per semester, 1 exams, 3 papers, final project  
**Grade:** 15% mid-quarter exam(s), 30% written reports/papers, 25% special projects, 5% quizzes, 25% class participation  
**Exam format:** multiple choice and essay

**Th 1101W Introduction to the Theatre**  
(Sec 001); 4 cr; meets CLE req of International Perspective Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Kuftinec, Sonja  
**Description:** Can theater really change the world? Can it change you? By the end of a semester with TH 1101 we hope you’ll be able to answer these questions positively and in-depth. We focus on the transformative potential of theater-exploring how theater can challenge political and artistic assumptions as well as forge community. We explore theater's power to help us recognize ourselves and think differently about the world. In the first half of the course we look at theater from a variety of cultural and historical perspectives including African storytelling and European play texts. In the second half of the course we focus on the nuts and bolts of making theater. As a final project, students collaborate on a short production, putting into action the basic skills necessary to create live theatre (no prior experience is necessary!) TH 1101 fulfills CLE requirements for International Perspectives, the Literature Core, and is a Writing Intensive class.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 50-100 pages of reading per week, 10 pages of writing per semester, 1 exams, 3 papers, final project  
**Grade:** 15% mid-quarter exam(s), 30% written reports/papers, 25% special projects, 5% quizzes, 25% class participation  
**Exam format:** multiple choice and essay

**Th 1301 Acting/Non-Majors**  
(Sec 001-005); 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.

This information is accurate as of: 4/6/2005 at 11:38 AM

analytic and creative activities, they investigate the ways in which different media can open up new possibilities for dramatic expression. We examine the ways in which cultural, social, and economic factors shape the form drama takes and the stories it tells. Lectures and readings introduce a range of approaches that cultural theorists have developed to explain the popularity and effects of drama in different media. And we put these to the test in class discussions and in responses to a variety of films and television examples viewed in class. This course is appropriate for students of all majors and has no pre-requisites, except an interest in popular culture and a willingness to grapple with challenging questions about an aspect of American life we normally take for granted. This course will be web enhanced but the URL is not yet available.

**Th 1301 Acting/Non-Majors**  
(Sec 001-005); 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; prereq 1101 or concurrent registration 1101; 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 imagination, 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 Kristi 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 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 theatre. 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 to a
**Th 3100 Theatre Practicum**

[Scheduled times and instructors]

**Th 3314 Text and the Actor**

Description: This course is intended to teach the varied vocal interpretive styles to perform heightened language texts: i.e., Chaucer's Canterbury Tales, as well as from the plays of Shakespeare, selections from the Anglo-Saxon poem Beowulf and Geoffrey \[insert names\]. 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, 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, 30% Discussion, 50% Lab

Grade: 33% mid-semester exam(s), 33% written reports/papers, 33% in-class presentations

Exam format: Presentations and written assignments

**Th 3321 Stanislavski and Techniques for Characterization**

[Sec 001]; 3 cr; prereq 1322, [3314 or concurrent enrollment 3314], audition; meets DELM req of classroom

Description: This class focuses on creating characters, researching behavior, and expanding expressive range in scenes and monologues from contemporary plays. Theatre as a collaborative art form and the essentialness of listening, interaction, and responsiveness to partners is emphasized. Most importantly, students are taught how to begin to develop and articulate a personal acting process. This class is open to qualified students who have both completed the 1321/1322 introductory performance sequence, and have been auditioned and selected by the acting faculty. Required reading: An Actor Prepares by Constantin Stanislavsky, True or False by David Mamet, and handouts.

Class time: 10% Discussion, 90% Laboratory

Grade: 20% written reports/papers, 50% in-class presentations, 20% Attendance & participation; 10% growth

**Th 3950 Topics in Theatre: Shakespeare: Voice and Performance**

[Sec 001]; 3 cr; max crs 8, 8 repeats allowed; prereq Varies by topic; meets DELM req of classroom

Instructor: STAFF

Description: This course offers the fundamentals of Shakespearean acting. The students will learn vocal and physical techniques with which to unlock the expressive potential of the period's language. In doing so, they prepare themselves to create a viable, dramatic character who functions within the play as a whole. Consequently, the work in class involves physical and vocal exercises as well as an interpretative analysis of select plays. Although it is not a requirement for next year's production of "Midsummer Night's Dream," the students who plan to audition for the production are strongly encouraged to take this course.

Class time: 10% lecture, 10% Discussion, 75% Laboratory

Work load: 5 pages of reading per week, 6 pages of writing per semester, 2 papers. Performing scenes and monologues.

Grade: 10% mid-semester exam(s), 20% final exam, 15% written reports/papers, 20% in-class presentations, 35% class participation

Exam format: performance projects

**Th 4177W Survey of Dramatic Literature I: Strategic Interpretation**

[Sec 001]; 3 cr; prereq ([3171, 3172], [jr or sr]) or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Lewis, Megan

Description: Dramatic Literature I, the first part of a two-course sequence, is designed to introduce students to some basic principles of script analysis and their applicability to stage practice. Through exposure to a variety of approaches to reading and staging drama, students investigate the complex relationship between text and performance. Note: this course is listed as a writing intensive course, and thus a significant component of the course focuses on training students to express their responses to dramatic literature in written form. This semester, the class will explore the theme of ethics, asking how various play texts and their subsequent manifestations on stage create meaning, raise questions about social issues, politics, and everyday life, and serve as blueprints for social change.

**Th 4321 Career Preparation for the Actor**

[Sec 001]; 3 cr; prereq 3321; meets DELM req of classroom

Instructor: Gamoke, John P

Description: Information and techniques necessary for the professional acting career.

**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 4555 Audio Technology**

[Sec 001]; 3 cr; prereq Th major or instr consent; meets DELM req
of classroom
Instructor: Gwinup, Martin Bruce
Description: Audio Technology is a course which delves into the arenas of Sound and acoustics and the technology to manipulate those elements. The course begins with the discussion and demonstration of sound as a science. From there the course moves into the technology available for the manipulation of sound including, recording, amplification, mixing, effects processing, live reinforcement, and editing. Acoustic principles are also discussed. The course involves lecture, demonstration, laboratory, and theory. Projects require the student to work in the recording studio and gain hands on experience with current audio technology. The course has no prerequisites except instructor permission. The course is open to anyone interested and often includes students from Music, Studio Arts, Computer Science, and Engineering as well as Theatre. This course is a prerequisite to TH5-550 Sound Design and is recommended before taking TH5-557 Digital Audio and MIDI in Performance.
Class time: 75% lecture, 10% Discussion, 15% Laboratory
Work load: 10 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, Projects - 3 and 1 final project, also homework
Grade: 15% midterm exam(s), 15% final exam, 60% special projects, 10% quizzes
Exam format: Multiple Choice, T/F, Short answer

Th 4905H Honors: Tutorial Seminar in Theatre Arts
(Sec 001); 2-4 cr; max hrs 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); 1-3 cr; max hrs 20, 10 repeats allowed; prereq 3515, instr consent, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Development of a basic approach to conceiving and communicating design ideas in both two-dimensional sketches and three-dimensional models. Student will also create the drafting necessary to realize their ideas for the theatre and allied venues. Teaching method follows a studio model where the students from various levels challenge each other to improve their scenic design work. Most classes (60%) are open laboratory with one on one with the instructor. The other 40% are in critique and presentation.
Class time: 100% Laboratory
Work load: 4 hours of outside work/week
Grade: 100% special projects
Exam format: Final presentation of scene design.

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: Kuffinec, Sonja
Description: In 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 &quot;theater of the oppressed;&quot; 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: 25% written reports/papers, 25% special projects, 25% 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 43513), 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 performance. This course includes a shop lab component. Students must have completed TH 1322 and either completed TH 3513 or be taking it concurrently. Qualified students must interview with instructor Michael Sommers and be given a magic number for enrollment.

Th 5500 Theatre Design Practicum
(Sec 001, 002); 1-3 cr; max hrs 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 5520 Scene Design
(Sec 001); 3 cr; max hrs 9, 3 repeats allowed; prereq 3515 or grad or instr consent; meets DELM req of classroom
Instructor: Brockman, C Lance
Description: Development of a basic approach to conceiving and communicating design ideas in both two-dimensional sketches and three-dimensional models. Student will also create the drafting necessary to realize their ideas for the theatre and allied venues. Teaching method follows a studio model where the students from various levels challenge each other to improve their scenic design work. Most classes (60%) are open laboratory with one on one with the instructor. The other 40% are in critique and presentation.
Class time: 100% Laboratory
Work load: 4 hours of outside work/week
Grade: 100% special projects
Exam format: Final presentation of scene design.

Th 5554 Multimedia Production for Live Performance
(Sec 001); 3 cr; prereq 5553 or instr consent; meets DELM req of classroom
Instructor: Gwinup, Martin Bruce
Description: This course will center around the use of multimedia, both conventional and non, in the development and creation of a live performance. This course will have opportunities for designers, composers, musicians, artists, and possibly computer science students. The class will work together to create the environment (visual, aural, visceral, emotional) for a production. The course will be used to first train the students in necessary technologies and then to utilize that knowledge and the individuals creativity towards the final product. Topics or potential areas include, composition for live performance (both visual and aural), incorporating the actor into multimedia production, use of special technologies such as digital video, audio, graphics, projections, and control systems, MIDI
sequencing and control, lighting control and tricks, scenic/costume materials and approaches to this type of production.

Class time: 30% lecture, 20% Discussion, 50% Laboratory
Work load: 2-5 pages of reading per week, 5-10 pages of writing per semester, 2 papers
Grade: 15% special projects, 10% in-class presentations, 15% class participation, 60% lab work

Th 5580 Costume Technology
(Sec 001): 3 cr; max crs 15, 5 repeats allowed; prereq 3515 or grad or instr consent; meets DELM req of classroom
Instructor: Binder, Susan M
Description: Fall Semester offers Flat Patterning, covering the basic principles and skill of flat patterning the male and female body block and how to use that information to arrive at the pattern for the Costume Designers sketch.
Class time: 50% lecture, 50% Discussion
Work load: 5-10 pages of reading per week, 1 exams, One Research Notebook
Grade: 30% final exam, 70% special projects
Exam format: project

Th 5590 Theatre Technology Practicum
(Sec 001, 002): 1-3 cr; max crs 15, 15 repeats allowed; prereq 3515, instr consent, dept consent; 4 cr max for undergrads; meets DELM req of classroom
Instructor: STAFF
Description: Individual creative projects in the technology or craft areas of theatre that further practical skills or knowledge in the fields of costume, lighting, makeup, props, scenery, sound, or theatre management.
Class time: 100% practical lab
Work load: Practical lab
Grade: 100% special projects

Th 5716 Stage Management for the Theatre
(Sec 001): 4 cr; prereq [1101, 1321, soph] or grad; meets DELM req of classroom
Instructor: Montgomery, Jean A
Description: The course deals with both the theoretical and practical aspects of stage managing for the theatre and other forms of performance. Discussion topics include the role the stage manager plays within the production team and how to deal with the variety of situations and personnel encountered during the various phases of production. Students will choose one of two tracks in order to fulfill course requirements: (1) practical: you would participate as part of the stage management team on a production during this year's University Theatre season or, in rare cases, on a special project arranged with the instructor.
Class time: 50% lecture, 50% Discussion
Work load: 5-10 pages of reading per week, 6-8 pages of writing per semester, 2 papers
Grade: 20% written reports/papers, 15% in-class presentations, 35% class participation, 30% performance projects
Exam format: Performance projects

Th 5760 Advanced Stage Management
(Sec 001): 2-3 cr; max crs 3, 1 repeat allowed; prereq 5716 or concurrent enrollment 5716, instr consent; [4 cr max for undergrads]; 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% discussion
Work load: Practical lab
Grade: 100% special projects

Th 5950 Topics in Theatre
(Sec 001): 1-4 cr; max crs 20, 20 repeats allowed; prereq Varies by topic; meets DELM req of classroom
Instructor: STAFF
Description: Based on the dynamics of movement, Advanced Physical Approaches is a continued exploration of the psychophysical methodologies of the master physical performance teacher, Jacques Lecoq. The course will investigate poetic, tragic and playful performances through the analysis of movement and gesture. Students will create solo and collaborative performance using acting techniques based in eclectic forms of visual and verbal expression. Practical applications to text will be intensely examined using scenes from Shakespeare, Moliere, Greek Tragedy, etc. The class is open to qualified students who have completed Physical Approaches to Acting, and have been auditioned and selected by the acting faculty. Required reading: The Moving Body by Jacques Lecoq.
Class time: 10% lecture, 10% Discussion, 80% special projects
Work load: 5-10 pages of reading per week, 6-8 pages of writing per semester, 2 papers
Grade: 20% written reports/papers, 15% in-class presentations, 35% class participation, 30% Performance projects
Exam format: Performance projects

Th 5993 Directed Study
(Sec 001, 002): 1-5 cr; max crs 20, 20 repeats allowed; prereq 6 Th cr, instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: STAFF
Description: Guided individual reading or study.

Translation and Interpreting
215 Nolte Center: 612/624-5024

Trn 3001 Introduction to Translation
(Sec 001): 3 cr; prereq Bilingual proficiency in [English, second language of instruction], dept consent; meets DELM req of classroom
Instructor: STAFF
Description: An introductory course in translation oriented toward the translation of documents written in English into the languages of non-English-speaking residents of our communities. The course includes both theory and supervised practice. As an exercise in re-expressing meaning in a second language, the course provides a solid basis for training in interpreting, as well as for translation.

Trn 3005 Principles of Translation
(Sec 001): 3 cr; prereq Fluent in English, proficient in a second language, not in CCE certificate prog in interpreting; basic knowledge of English grammar recommended; meets DELM req of classroom
Instructor: Bogoslaw, Laurence Hersche
Description: Introduces students to key linguistic principles that help us understand how language makes meaning. Examines ways to apply these principles to translation. Designed for students working in
languages not covered by lab sections in other TrIn courses. Does not count towards CCE’s Certificate Program in Interpreting.

TrIn 3101 Introduction to Interpreting
(Sec 001, 002); 3 cr; prereq high level of proficiency in spoken English and another language; 3001 recommended; meets DELM req of classroom
Instructor: STAFF
Description: A practical and theoretical introduction to interpreting in health, human service, and legal settings. Emphasis on understanding the unique role of the interpreter, current models and modes of interpreting, ethical issues and professional standards of practice, and developing skills in understanding and analyzing spoken language.

University College
150 Wesbrook Hall: 612/624-4000

UC 3201 Web Designer Introduction
(Sec 001); 4 cr; A-F only; meets DELM req of classroom
Instructor: Husom, David Harold
Description: See and learn the Web design process by mastering the four phase process of site development: plan, design, launch, and publish. Learn design principles, business practices and site analysis. Use industry standard Web design software including Adobe Photoshop, Macromedia Dreamweaver and Flash to build your own Website. Also get a firm foundation in HTML and CSS. The class includes lectures, exercises, and lab time in a small, hands-on class. No prerequisites or previous experience required. Texts will be available at the Coffman Bookstore.

Urban Studies
348 Social Sciences Building: 612/626-1626

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.

Veterinary & Biomedical Sciences

VBS 2032 General Microbiology with Laboratory
(Sec 003); 4 cr; prereq [[1002 or 1009], Chem 1011] or instr consent; intended primarily for non-microbiology majors; meets DELM req of classroom
Instructor: Bey, Russell F
Description: This course is intended for NON microbiology majors. General microbiology (VBS 2032) is intended for undergraduate students whose programs of study require an introductory microbiology course as prerequisite for more advanced study or pre-professional students desiring some background knowledge in microbiology. The course uses lecture and some discussion sessions to provide students with an overview of the fundamental principles of microbiology. Some areas covered are bacterial morphology, metabolism, growth and genetics, introduction to recombinant DNA technology, biology of viruses and fungi, control of microorganisms, host-microbe interactions, immunity and the immune system, microorganisms and disease, applied microbiology. A laboratory manual is required for those taking the course with laboratory.
Class time: 60% lecture, 20% Discussion, 20% Laboratory
Work load: 0-50 pages of reading per week, 3 exams
Grade: 48% mid-semester exam(s), 32% final exam, 20% lab work
Exam format: Multiple choice, essay, fill in the blank/essay--depends on class size

Women’s Studies
425 Ford Hall: 612/624-6006

WoSt 1003W Women Write the World
(Sec 001); 3 cr; max crs 4, 1 repeat allowed; 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: Katz, Judith
Description: This course will introduce students to basic concepts in literary studies, including genre, canon, theme, plot, metaphor, representation, narrative, and point of view. We will read a variety of literature by women from different parts of the world and from a range of time periods and cultures. Texts are chosen for thematics focus on lives, experiences, and literary expressions of women, enabling as well an exploration of some of the basic concepts of Women’s Studies: gender as a Category of Analysis; women’s subjectivity; and gender as it interacts with other categories of social location such as race; nationality; and class. The class will also explore the ways in which gender relates to nature, art, activity, and forms of creative writing.
Class time: 65% lecture, 25% Discussion, 10% some in class creative writing
Work load: 75-100 pages of reading per week, 50-60 pages of writing per semester, 2 exams, 4 papers
Grade: 20% mid-semestrer exam(s), 30% final exam, 40% written reports/papers, 10% class participation
Exam format: essay

WoSt 3102V Honors: Feminist Thought and Theory
(Sec 001); 3-4 cr; max crs 4, 1 repeat allowed; prereq =3102, =3102W; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: Zita, Jacquelyn N !!CLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: What is theory? What is feminist theory? How do different feminist theories help create alternative ways of understanding reality and our experiences in the world? What is gender and how do feminist theories “materialize” gender and our understanding of how gender and other social categories, such as race, class, sexuality, disability, age, and nationality, are constructed within and through each other? Of what use is feminist theory? How can theory change your mind and your life? How does theory inform feminist activism? This course will provide you with a comparative overview of recent genealogies and frameworks for a variety of feminist theories. Our goal is to offer students a broadly based understanding of contemporary feminist theory and a specialized focus

This information is accurate as of: 4/6/2005 at 11:38 AM
WoSt 3102W Feminist Thought and Theory.
(Sec 001); 3-4 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: Zita, Jacquelyn N !ICLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: What is theory? What is feminist theory? How do different feminist theories help create alternative ways of understanding reality and our experiences in the world? What is gender and how do feminist theories "materialize" gender and our understanding of how gender and other social categories, such as race, class, sexuality, disability, age, and nationality, are constructed within and through each other? Of what use is feminist theory? How can theory change your mind and your life? How does theory inform feminist activism? This course will provide you with a comparative overview of recent genealogies and frameworks for a variety of feminist theories. Our goal is to offer students a broadly based understanding of contemporary feminist theory and a specialized focus on selected issues that inform current theoretical debates in women's studies, feminist political movements, and the politics of everyday life. This course will not only expand your comprehension of different feminist theories and bring you up to contemporary speed, but it will also improve your general theoretical skills: how to read theory, how to use theoretical language, how to write analytically and critically about social and personal issues, and how to dump a bad argument. Students at all levels of Women's Studies coursework are welcome in this course. Special recitation sections are available for Women's Studies majors and honors students.

WoSt 3407 Women in Early and Victorian America: 1600-1890
(Sec 001); Credit will not be granted if credit has been received for: HIST 3347, WOST 3407, HIST 3347; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Norling, Lisa A
Description: Introduction to the varied experiences of American women and the dynamics of gender and race in American history, 1600-1880. For any student; no background knowledge assumed. Topics include women's involvement in-and the impact on women of-European colonization and the dispossession of native peoples, slavery, revolution and reform, economic and technological change, westward expansion, and transformations in politics, family life, gender roles, and sexuality. Course organized primarily as lecture with occasional films, large-group student discussion, in-class exercises. Students may also choose to enhance their experience in the course by registering for an additional small-group discussion section, graded separately, for additional credit.
Class time: 50% lecture, 20% Discussion
Work load: 80-100 pages of reading per week, 20 pages of writing per semester, 2 exams, 3 papers
Grade: 15% mid-semester exam(s), 20% final exam, 50% written reports/papers, 15% quizzes
Exam format: short indentification, essay

WoSt 3410 La Chicana
(Sec 001); Credit will not be granted if credit has been received for: CHIC 3212; 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Fuentes, Claudia L
Description: This interdisciplinary examination of Chicanas in the US emphasizes the importance of historical context and cultural process to any discussion of Chicana experience. Readings, discussions, and lectures will address the historical presence of Chicanas in the US, patriarchy, labor issues, immigration, political involvement, feminist vision and the role of culture as an influence on gender roles.
Work load: 80-150 pages of reading per week

WoSt 3414 Women in Medieval Europe
(Sec 001); 3 cr; A-F only; prereq credit will not be granted if credit received for: HIST 3614W; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Karras, Ruth Mazo
Description: This class will look at women's role in the family, politics, religion, work, and social movements in Europe from about 500-1500. We will look at how women are represented in various kinds of historical sources, including religious texts, art, literature, scientific studies, and law. We will discuss problems and opportunities in working with these different kinds of historical evidence. We will also discuss the meaning of "gender" and its role in history, and what the study of the Middle Ages can contribute to the field of women's history. When you complete this course you can expect improved skills in analysis of historical issues and evidence, and a better understanding of the role of women in past societies.
Class time: 75% lecture, 25% Discussion
Work load: 100 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, frequent informal writing (paragraph reponse to reading)
Grade: 15% mid-semester exam(s), 15% final exam, 40% written reports/papers, 10% class participation, 20% informal writing
Exam format: essays and ID's
WoSt 3490 Topics: Political Economy and Global Studies: Grimm’s Fairy Tales: Feminism, and Folk Lore
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Zipes, Jack
Description: This course will explore the history of the Grimms’ fairy tales and investigate how various gender stereotypes developed and became classical models for children and adults. Included in the reading will be Italian and French tales from the 16th, 17th and 18th centuries by Straparola, Basile, Perrault and d’Aulnoy whose stories served as models for the Grimms. In addition to analyzing the Grimms’ fairy tales, there will be an in-depth focus on different cinematic and literary versions of “Little Red Riding Hood,” “Cinderella,” “Beauty and the Beast,” “Bluebeard,” and others. Why have they become our classical fairy tales? Why have numerous writers, artists, and filmmakers altered the classics? The different literary and film versions will be studied in order to examine how various authors have used the Grimms’ tales to question gender stereotypes, aesthetics, and ideology. Though the focus will be on the formation of gender types and ideology in the tales, other approaches to the study of fairy tales such as the psychoanalytical, sociological, semiotic, and structuralist approaches will be investigated, and contemporary authors such as Angela Carter, Olga Broumas, Robert Coover, Francesca Lia Block, Emma Donoghue, and Tanith Lee, who have created their own feminist and subversive versions, part of a Grimm counter-tradition, will be discussed in class sessions along with fairy-tale films and illustrations. Historical and biographical background information will be provided in lectures.
Class time: 50% lecture, 50% Discussion
Work load: 150 pages of reading per week, 1 papers
Grade: 33% mid-semester exam(s), 34% final exam, 33% special projects
Exam format: Midterm and final examinations will take the form of essay questions.

WoSt 4504 Women and the Legislative Process
(Sec 001); 3 cr; prereq Jr or Sr or grad student or instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
Instructor: Clark, Karen Joy
Description: This course offers a unique introduction to law-making and the workings of state government. Students will learn how Minnesota laws are actually made and explore current and historical influence of women as legislators, constituents, and professional or citizen lobbyists in state or national legislative arenas. Emphasis is on understanding what unique contributions, issues, and challenges women experience in legislative arenas. Opportunities are provided for direct contact with local women legislators, lobbyists and citizen/community organizers in the classroom and at the State Capitol. This course can be used as a prerequisite for the Women’s Studies Internship Program (Legislative Session 2003). Contact the Women’s Studies undergraduate office (612) 624-3700 or email wostadv@umn.edu for more details and a brochure describing the internship program.

WoSt 4993 Directed Study
(Sec 001, 002); 1-8 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom
Instructor: STAFF

WoSt 5291 Independent Study in Youth Studies
(Sec 001); 1-8 cr; max crs 8, 1 repeat allowed; meets DELM req of classroom
Instructor: STAFF
Description: Independent reading and/or research under faculty supervision. This course can be taken for undergraduate or graduate credit.
Class time: 100% individually designed and negotiated.

Youth Development and Research
170 Peters Hall: 612/624-3700

YoSt 5490 Topics: Political Economy and Global Studies: Gender in Medieval Culture
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; meets DELM req of classroom
Instructor: Karras, Ruth Mazo
Description: In this graduate course, open to undergraduates by permission, we will read and discuss some of the recent scholarship on women, men, and gender in medieval Western Europe. We will spend substantial time focusing on women, because the feminine is the “marked” gender, but in addition to studying women’s history, this course will consider how medieval culture constructed both masculinity and femininity, and how useful gender is as a category of analysis of medieval culture. Topics to be considered include: family; religious life; the body; sexuality; work; political power; violence; the connection between literary representations and social practice. Students will write a research paper on a subject of their choice. Students should have some background either in medieval studies or in women’s history/feminist theory; they need not have both.
Class time: 100% Discussion
Work load: 200 pages of reading per week
Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation