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

Acct 3199 Internship in Public Accounting
(Sec 001); 2 cr; S-N only; prereq Acct 5125, instr consent; meets DELM req of classroom
Instructor: Biondich, Nick E
Description: Students interested in earning academic credit for work involving an accounting internship should contact Nick Biondich at 612-624-7055.

Acct 3201 Fundamentals of Accounting
(Sec 001); 2 cr; DELM req of classroom
Instructor: Anderson, Susan Marie
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 the course 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 course with the necessary reading may be 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.
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

Acct 3236 Introduction to Taxation of Business
(Sec 020); 2 cr; A-F only; prereq [2050 or MBA 6030], [mgmt or grad mgmt student]; meets DELM req of classroom
Instructor: Guttermann, Paul Gerard
Description: The course objectives are as follows: 1) to provide a historical perspective with respect to the system of income taxation in general and with respect to various specific provisions within the system; 2) to examine the interrelationships between legislative authority (the Internal Revenue Code), judicial and administrative authority; 3) to analyze the structure of the Internal Revenue Code and its provisions with respect to specific areas of the law, primarily with regard to the taxation of individuals; 4) to introduce the reading of case law and other tax authority; and 5) to provide a basic knowledge of tax research tools and techniques. The student will not be a tax expert on completion of the course, but will be familiar with fundamental income tax rules, primarily with respect to individuals, and how the federal tax system works. Although this course is a requirement for undergraduate accounting majors, only a minimal accounting understanding is required as a prerequisite and non-accounting majors are welcome.
Class time: 60% lecture, 15% Discussion, 25% Problems
Work load: 30 pages of reading per week, 4 exams, 3 research exercises
Grade: 53% midterm exam(s), 30% final exam, 17% special projects
Exam format: multiple choice, short essay
Course URL: http://legacy.csom.umn.edu/Classnet/classnet.htm

Acct 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/week
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

Acct 5135 Fundamentals of Federal Income Tax
(Sec 001); 4 cr; A-F only; prereq [2050 or MBA 6030], [mgmt or grad mgmt student]; meets DELM req of classroom
Instructor: Tranter, Terry L
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 the course 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 course with the necessary reading may be 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.
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

Acct 5236 Introduction to Taxation of Business
(Sec 020); 2 cr; A-F only; prereq 5135, acct major; meets DELM req of classroom
Instructor: Guttermann, Paul Gerard
Description: Also known as "Tax 2," this course is a continuation and building upon the fundamental tax principles learned in Acct 5135. Whereas the first tax course focused on individual taxation, this course is intended as a broad overview of entity taxation. Specifically it is a survey to the income tax laws governing the taxation of corporations, partnerships, limited liability companies, limited liability partnerships, and S corporations. The course will also build upon and increase the student's knowledge and skills relating to tax research by requiring the writing of two research memorandums.

This information is accurate as of: 10/27/2005 at 2:13 PM
Adult Education
425 VoTech: 612/624-3004

AdEd 5103 Designing the Adult Education Program
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Yang, Baiyin
Description: Designing and implementing educational programs for adults. Application of concepts, theories and models in different adult learning situations.
Class time: 50% lecture, 30% Discussion, 20% Laboratory
Work load: 40 pages of reading per week, 30 pages of writing per semester, 3 papers
Grade: 15% written reports/papers, 20% special projects, 15% in-class presentations, 15% class participation, 25% lab work, 10% problem solving

Aerospace Engineering and Mechanics
107 Akerman Hall: 612/625-8000

AEM 2011 Statics
(Sec 001); 3 cr; A-F only; prereq PHYS 1301W, [concurrent registration is required (or allowed) in Math 2374 or equiv], IT; meets DELM req of classroom
Instructor: STAFF

AEM 2012 Dynamics
(Sec 001, 030); 3 cr; A-F only; prereq 2011, [concurrent enrollment Math 2373 or equiv], IT student; meets DELM req of classroom
Instructor: STAFF

AEM 4295 Problems in Fluid Mechanics
(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 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.

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

Afro 1011 Introduction to African American Studies
(Sec 001); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Brewer, Rose Marie !!!Morse Alumni Award!!
Description: This course is an introduction to the study of people of African descent in the United States and the African diaspora. We will explore why people of African descent have occupied an oppressed position in this culture and globally, and how they have resisted this oppression creating social change. Our major form of analysis is historical sociology. We will examine changes over time and employ sociological, economic and political tools for understanding the historical and contemporary positioning of African Americans. We will be centrally concerned with how race, gender, and class shape Black life in the United States and the cultural creativity of African peoples.
Class time: 50% lecture, 25% Discussion, 25% small group work
Work load: 75-100 pages of reading per week, 30 pages of writing per semester, 2 exams, 4 papers, service learning
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% special projects, 10% class participation, 20% service learning
Exam format: Short answer, essays, concepts

Afro 3002 West African History: 1800 to Present
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Core; meets DELM req of classroom
Instructor: Colfman, Victoria Bomba
Description: This course, which is deeply and firmly rooted in the African past, is also very current and relevant for Africa of today and tomorrow. It provides the historical information for understanding and evaluating the recent wars in Liberia and Sierra Leone and the current period of reconstruction in both countries. It helps too, in evaluating the current tensions in Ivory Coast. Students planning travel, course work, or internships in West Africa and students with African backgrounds, will find valuable and timely information about the places they know or will visit. This can contribute to providing the building blocks of development and future planning which meets people "where they are" and therefore increases the chances for success. This information can also help understanding and planning for other parts of the continent. Themes of this course include the study of continuities with the pre-nineteenth century African past, and the profound, even revolutionary changes of the nineteenth century. The impact of increasing contact with the Atlantic World, the continued spread of Islam, the European and American Industrial Revolution, the impact of colonial rule and the drastic changes in political and economic organization in West Africa in the last two hundred years, have led to a very difficult post-colonial period in the last forty-five years. There are signs today, of hope, of difficult lessons learned, signs of concrete roads to take towards a healthy, fruitful West African future.
Class time:

Afro 3108 Black Music: A History of Jazz
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Williams, Yolanda Y
Description: The History of Jazz course looks at the development of America's true "classical" musical form. We will trace the roots of Jazz
from West Africa to the spirituals and work songs of the African slave through Blues to the first form of Jazz--New Orleans Dixieland. The other jazz forms of Swing, Bebop, and Cool through Neo-Classicism will also be studied. Because the course focuses primarily on the social, economic, and political impact on jazz, and vice versa, it is a perfect course for both the musician and the non-musician. Musicians will appreciate the developmental aspects of this once brand-new musical form and will gain a better understanding of how musical elements such as form, instrumentation, etc., and life interact and evolve.

**Class time:** 35% lecture, 35% Discussion, 30% Outside listening (live and recorded).

**Work load:** 9 pages of writing per semester, 2 exams, Reading: 1-2 chapters/week; Writing: 9 pages/semester (live performance reviews); 1 annotated bibliography.

**Grade:** 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 10% problem solving, 20% Annotated Bibliography.

**Exam format:** Multiple choice, essay and listening.

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

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

**Instructor:** Pate, Alexis D

**Description:** This course is designed to increase the understanding of contemporary African American poetry as expressed by popular culture contributors. Students are asked to analyze and evaluate some of the poems that are used in the music of rap in the context of African American literature, American culture and aesthetics in general. This course will satisfy CLE criteria in Cultural Diversity. Students must read 3-5 texts. Students must write a journal about each book. These journals, class participation through group and individual recitation along with a final academic paper comprise the evaluative components of this course.

Afro 3426 African Americans, Social Policy, and the Welfare State

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

**Instructor:** Mayes, Keith A

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

Afro 3432 Modern Africa in a Changing World

(Sec 001); Credit will not be granted if credit has been received for: HIST 3432, AFRO 3432, HIST 3432, AFRO 3432, HIST 3432, AFRO 3432, HIST 3432, AFRO 3432, HIST 3432; 4 cr; meets CLE req of Historical Perspectives Theme; meets CLE req of International Perspectives Theme; meets DELM req of classroom

**Instructor:** Wagner, Michele Diane

**Description:** This course surveys African history from the 17th century to the present, a time when interaction between Africa and the countries of the northern hemisphere intensified, with profound implications for the histories of African societies. The course is organized into thematic sections: "The Slave Trade and Its Impact," "The Nineteenth Century Structures of Imperialism, Trade and Underdevelopment," "The Colonial Process and Its Resistance," and "The Legacy of Colonialism in Contemporary Africa." Within each of these sections, students will examine how these themes played out in various sub-regions of Africa. This course places a very strong emphasis on critical thinking.

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

**Work load:** 50-75 pages of reading per week, 15-17 pages of writing per semester, 2 exams, 3 papers

**Grade:** 10% mid-semester exam(s), 20% final exam, 45% written reports/papers, 10% special projects, 15% class participation

**Exam format:** Identification, short essay, map

Afro 3543 Psychology and the Black American Experience

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

**Instructor:** Barner, Pearl

**Description:** The purpose of this course is to enhance the students' understanding of some psychological aspects of the African American experience. Lectures, discussions, readings and experiential activities will be utilized. Several major influences which include (but is not limited to) slavery, racial oppression, education and African American psychology will receive focus. The development of Black/African Psychology, African and Western/European worldview contrasts, self concept, identity, spirituality/religion, relationships and psychological functioning will all receive attention as well. It is hoped that the topics/issues explored will better prepare students to critically examine and understand some unique features of the psychological experience of African/African American women, men and youth.

**Class time:** 35% lecture, 10% Closed Circuit TV, 35% Discussion, 20%

**Work load:** 40 pages of reading per week, 12 pages of writing per semester, 2 exams, 3 papers

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

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

Afro 3592W Introduction to Black Women Writers in the United States

(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Fletcher, Pamela Rena

**Description:** AFRO/ENGL 3592W, "The Self-definition and Envisagement of Black Women in Literature," is a literature and writing intensive course. In this course, students will learn to engage in and analyze critical thinking processes in their reading/discussion of and writing about how contemporary Black women writers of the United States (Zora Neale Hurston, bell hooks, Alice Walker, Rebecca Walker, Ntozake Shange, Toni Morrison, Anna Deavere Smith, among others) use fiction, nonfiction, drama, performance, and poetry as a vehicle for claiming, constructing and envisioning the imagery of Black females in a culture that is oppressively stratified on various levels. Students will have the opportunity to work individually and in groups to better study the literature and to improve their reading, thinking and writing skills. We will spend the majority of class time engaging in class and group discussion of the literature and related topics and issues. When equipment is available, music and video will augment class activities.

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

**Work load:** 50-100 pages of reading per week, ~25 pages of writing per semester, 9 papers

**Grade:** 62% written reports/papers, 19% quizzes, 19% class participation

Afro 3594 Introduction to Contemporary Black Fiction

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

**Instructor:** Fletcher, Pamela Rena

**Description:** In AFRO 3594/ENGL 3303, "The Hybridization of Literature and Oral Tradition," we will examine postmodern novels whose narrative form are informed and infused by folk language,
particularly storytelling, and music, notably the blues (the foundation of American classical music [jazz], gospel, rock and roll, R&B, and hip hop). The form is more than it’s phraseology; it’s the blue notes, the rhythm, and the beats revealed in the way a sentence is written and the way a word or phrase is used; the same blue notes, rhythm, and beats along with improvisation that is unmistakably recognized as the foundation of Black American music. It’s what’s stated as well as what remains unspoken. It conveys a group aesthetic, a common ethos. It’s a “call and response,” audience participation. Ultimately, the Black literary narrative form is magical and sacred and expansive. As Toni Morrison remarks in reference to the narrative approach she uses in Tar Baby: “...I don’t regard Black Literature as simply books written by Black people, or simply as literature written that uses a certain mode of language in which you just sort of drop g’s. There is something very special and very identifiable about it...” In our exploration of this identifiable quality, we will discuss how the oral tradition uniquely shapes the Black American literary form. Listening to and discussing music and its relationship to the novels will be an integral part of the course curriculum.

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

**Work load:** 80-100 pages of reading per week, 20 pages of writing per semester, 6 papers, questions based on each reading prepared for class discussions

**Grade:** 77% written reports/papers, 23% class participation

---

**Afro 3601 Introduction to African Literature**

**(Sec 001); 3 cr;** meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets DELM req of correspondence

**Instructor:** Githire, Njeri R

**Description:** This course is designed to provide students with both a specific and general view of the diversity of literatures from the African continent. We will read texts written in English or translated from African or Western languages, including some recorded from the oral tradition. The authors and narrators come from different parts of Africa (East, West, Central, North, South) and they have composed their work in a variety of forms (novel, drama, epic, poetry). In discussing this variety of literatures from a comparative context, we will assess the similarities and the differences apparent in the cultures from which they emerge.

**Class time:** 50% lecture, 35% Discussion, 15% Discussion

**Work load:** 35 pages of reading per week, 30 pages of writing per semester, 2 papers, We watch video/films in class related to topics being explored then discuss the material viewed.

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

**Exam format:** Two take-home essays—one in Mid-semester and one at the end of the semester

---

**Afro 3654 African Cinema**

**(Sec 001); 4 cr;** meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

**Instructor:** Pike, Ben

**Description:** This course examines contemporary film-making in Africa focusing on West African cinema in the 1970's-1990's. We will examine socio-cultural contexts of the films, as well as aesthetic elements, contrasting and comparing African cinema to dominant Western cinema.

**Class time:** 30% Discussion, 70% Viewing films.

**Work load:** 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 2 papers

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

**Exam format:** Essay and short answer.

---

**Afro 3865 African American History: 1865 to the Present**

**(Sec 001); Credit will not be granted if credit has been received for:** HIST 3865, HIST 3865, HIST 3865, HIST 3865, HIST 3865; 4 cr; prereq = HIST 3865; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspectives Core; meets DELM req of

**Instructor:** Wright, John Samuel !!!Morse Alumni Award!!!

**Description:** Afro 3865 provides, first, an intensive historical overview of pivotal scholarship in the social sciences and humanities on Africa and the African diaspora. Second, it provides a close examination of pertinent comparatist frameworks (diasporic,
multilingual, multidisciplinary, etc.) and related theories and methodologies. Students will read major texts by historians, sociologists, anthropologists, political scientists, literary and cultural critics, philosophers, ethnographers, artists, historians, theologians, etc., who have made significant contributions to conceptualizing the African diaspora comparatively. Attention will be focused throughout on the formulation of major organizing theories for studying African-derived cultures in global perspective. Seminar activities will include a group of significant documentary films focusing on the African diaspora, ancient and modern, in the Old World and the New. We will use these films to explore pertinent sociopolitical and aesthetic ideas, particularly those currently being debated by scholars and social activists throughout the African world. We expect each of you to become active participants in the seminar, and to share the strengths of your own disciplinary knowledge and background. Weekly assigned articles and research tasks will help define contexts for the seminar sessions. The course will have a CourseLib site and an E-Reserve site.

Class time: 25% lecture, 25% Closed Circuit TV, 40% Discussion, 10% library research training session

Work load: 150-200 pages of reading per week, 25-35 pages of writing per semester, 1 papers, short 1-2 page abstracts with class presentations; Discussion following each film will reflect on the pertinent issues raised; and seminar members, singly or in pairs, will be expected to lead one or two discussions during the term.

Grade: 60% written reports/papers, 15% special projects, 15% in-class presentations, 10% class participation

Exam format: no examinations

Afro 5301 The African Novel

(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom

Instructor: Githire, Njeri R

Description: The salience of the African novel in contemporary world literatures since the early sixties has helped put African literature on the global literary map. Yet, owing to its indebtedness to Western literary conventions, the African novel is often seen as a genre in exile. Indeed, if the African novel has become synonymous with anti-colonial struggle and the fight for national independence, it has also earned the reputation of a hybrid of both African oral traditions including myths, legends, songs, proverbs, parables, etc, and imported Western literary techniques and models. This course seeks to explore the African novel with special focus on its historical, thematic, aesthetic, and ideological complexity. Among issues of particular interest will be the origin of the African novel, its purported status as an experiment in form, mimesis/realism in the African novel, and the role of the African writer. Selected writers will include Ngugi wa Thiong'o, Mongo Beti, Tayeb Salih, Ahmadou Kourouma, Cheikh Hamidou Kane, Ousmane Sembene, Ories Chraibi, Ngugu Mahfouz, Fiaora Nwapa, Aminata Sow Fall, Mariama Ba, Ama Ata Aidoo, Assia Djebar, and Ken Bugul.

Class time: 50% lecture, 35% Discussion, 15% We watch videos-related to topics being explored in class—then discuss them.

Work load: 35 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers

Grade: 40% final exam, 20% written reports/papers, 5% special projects, 5% quizzes, 10% in-class presentations, 20% class participation

Exam format: Essay

Afro 5597 Seminar: Harlem Renaissance

(Sec 001); Credit will not be granted if credit has been received for: ENGL 5597, ENGL 5597, ENGL 5597; 3 cr; meets DELM req of classroom

Instructor: Wright, John Samuel !!!Morse Alumni Award!!

Description: If, as popular memory would have it, the 1920s was the decade of flappers, cabarets, bathtub gin, and the writers of the Lost Generation, it was also the decade of the New Negro, the Jazz Age, Marcus Garvey’s Black Legions, and an explosion of new urban black popular culture: blues and Broadway shows, painting and sculpture, the numbers rackets and religious cults, Josephine Baker and Bessie Smith and Duke Ellington and Paul Robeson and Florence Mills and Eubie Blake and A. Phillip Randolph and Louis Armstrong and Bill &quot;Bojangles&quot; Robinson -- and the host of uptown poets, playwrights, novelists, and essayists who celebrated and critiqued it all. While focusing on literary artists and their relationships with artists working in the visual and performing arts, this course will review the Harlem Renaissance from a variety of perspectives—literary, historical, cultural, political—and will explore the complex patterns of artistic interpenetration and interdependency between the worlds inside and outside of what W.E.B. DuBois called “the Veil of Color.” The course is appropriate for advanced undergraduates and graduate students. It balances a lecture-discussion format with student presentations, but is weighted toward the latter. Films and audiovisual materials are used extensively with the performing arts materials—for both inside-class and outside-class scrutiny. Students prepare 1-2 page abstracts along with their periodic presentations.

Class time: 30% lecture, 50% Discussion, 20% A brief 5-6 page interpretive midterm paper is required, along with a final research paper (15-20 pages for graduate students; 12-15 for undergraduates) in conjunction with a collaborative workshop at term’s end.

Work load: 150 pages of reading per week, 25 pages of writing per semester, 2 papers, short abstracts (1-2 pages) of contextual readings or audiovisual artifacts

Grade: 70% written reports/papers, 20% in-class presentations, 10% class participation

Exam format: no examinations

Afro 5910 Topics in African American and African Studies

(Sec 002); 1-3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

Instructor: Pate, Alexis D

Description: This class will continue the work we began in Afro 3112. That class is a prerequisite for this course. The guiding premise for this course is that rap poetry is a literary art form (as distinct from the music it uses as vehicle or the social implications of hip hop in general). We will extend and deepen our exploration of rap poetry in three distinct ways: 1. Delve deeper into the cultural influences which provide context for contemporary rap; 2. Explore the way critical literary theory has approached black literature; 3. Survey the nature of critical essays which address hip hop and rap poetry; 4. Establish ways of Areading@ rap poetry that contributes to a deeper understanding of the meaning and characteristics of this popular literary form; 5. Examine the growth trends in poetic expression. And we will arrive, I hope, at the place where a critical literary theory about rap poetry can be expressed. Look at this course like a study group in which the outcome will be a list of poems that might be considered important; not because of the beat but because of the words. If every art form has a canon which is naturally established or chosen by scholars, then our work may be looked at as the beginning of that process.

Class time: 30% lecture, 30% Discussion, 40% Student presentation and student led discussion

Work load: 50 pages of reading per week, 20 pages of writing per semester, 1 papers, book journals will be required

Grade: 40% written reports/papers, 35% in-class presentations, 25% class participation

Agricultural, Food, and Environmental Education

325 Vocational & Technical Educ Bldg: 612/624-2221

AFEE 1002 Principles of Career Planning for Agricultural Professionals

(Sec 001); Credit will not be granted if credit has been received for: AGUM 1111, 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**

190 Coffey Hall: 612/624-7254

**Agri 3000 Directed Studies in International Agriculture**

(Sec 001, 002); 1-4 cr; max crs 8, 3 repeats allowed; A-F only; prereq instr consent; meets DELM req of independent study; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Oral presentations and discussions of students' research papers, literature review of selected topics, and discussions with students and staff about their experiences in international agriculture. Typically for COAFES undergrads, but is open to anyone. Requires faculty approval to register.

**Class time:** 100% Discussion

**Work load:** amount of work and nature of projects negotiated with faculty

**Grade:** 0% 80-90% written reports or papers; 10-20% presentations

**Agri 3001 Pests and Crop Protection**

(Sec 001); 3 cr; A-F only; prereq Biol 1009 or equiv or instr consent; meets DELM req of classroom

**Instructor:** Steffenson, Brian Joel

**Description:** Introduction to the organizations that cause plant diseases. Symptoms of plant diseases, economic losses due to plant diseases, and chemical and biological strategies for managing plant diseases will be discussed.

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

**Work load:** 2 exams

**Grade:** 30% mid-semester exam(s), 30% quizzes, 10% class participation, 30% lab work

**Agri 3100H Honors Experience**

(Sec 001); 2-3 cr; max crs 6; A-F only; prereq Approved 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

---

**Agri 4009W Undergraduate Senior Thesis: Science in Agriculture**

(Sec 001); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq jr or sr major in ScAg, instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course is for Science in Agriculture majors in the College of Agricultural, Food, and Environmental Sciences. This course provides the mechanism by which students complete the undergraduate thesis requirement. This course is used for the full thesis research experience, ranging from topic identification and development of the proposal through analysis, interpretation, and reporting of study results.

**Class time:** 100% Laboratory

**Work load:** Check with your research mentor (approx. 42-49 hrs per semester).

**Grade:** 10% in-class presentations, 90% lab work

---

**Akkadian**

330 Folwell Hall: 612/625-5353

**Akka 5012 Elementary Akkadian II**

(Sec 001); 3 cr; prereq 5011; meets DELM req of classroom

**Instructor:** von Dassow, Eva

**Description:** Akkadian, comprising the Old Akkadian, Assyrian, and Babylonian dialects, was the predominant Semitic language of ancient Mesopotamia. It was also adopted as a written language in numerous regions beyond Mesopotamia, from Iran to Anatolia and even Egypt, during certain periods. Akkadian was written in the cuneiform script, and is attested in writing from the third millennium BCE until the early first millennium CE. This course is the second half of a two-semester introduction to the Akkadian language and cuneiform script. The Old Babylonian dialect of Akkadian serves as the basis for instruction in the language, using John Huehnergard's Grammar of Akkadian; students will also be introduced to other dialects. Students will continue to learn the cuneiform script, using Rene Labat's Manuel d'epigraphie akkadienne. The class will read sample texts of various genres, both in transliteration and in cuneiform. Examination of actual artifacts inscribed in cuneiform will be part of the course.

**Class time:** 30% lecture, 30% Discussion, 40% oral reading, translation, and grammar exercises

**Work load:** 10 pages of reading per week, 10 pages of writing per semester, 1 exams, 1 papers, quizzes and short assignments

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

**Exam format:** transliteration, translation, and grammar exercises

---

**American Indian Studies**

2 Scott Hall: 612/624-1338

**Amin 1001 American Indian Peoples in the United States**

(Sec 002); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom

**Instructor:** Rossina, Kim Lindsay

**Description:** This course will introduce students to the historical, cultural, and political topics defining American Indian Studies today. By looking at a variety of tribal nations currently inhabiting the continental United States, students will gain an appreciation for the diversity that exists between American Indians, as well as the complexity of the issues before them. As a necessity, this course will take a multidisciplinary approach to its equally multifaceted subject. In the end, students will understand why American Indian communities regard themselves as sovereign, on the one hand, and an integral part of American society, on the other.

**Amin 1002 Indigenous Peoples in Global Perspective**

(Sec 001); Credit will not be granted if credit has been received

---

This information is accurate as of: 10/27/2005 at 2:13 PM
for: POL 1019; 3 cr; A-F only; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Wilkins, David E
Description: This course focuses on the social, cultural and political relationship between selected indigenous peoples and the nation-states that settled in their territories and explores the various ways these states attempted to exterminate, incorporate, and segregate the native peoples they encountered. This class can be taken as an American Indian Studies course or a Political Science Studies course. It has been cross-listed. This course fulfills CLE requirements of Social Science core and International Perspective Theme.

Amin 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 revaluing the students tribal pedagogical and epistemological perspectives or "ways of knowing" as practiced by Indian people in Minnesota today and in the past. This course will introduce students to the humanities as understood within the intellectual perspectives and methodologies of the Dakota and Ojibwe, in particular, and American Indian Studies, more generally. Since these perspectives fall outside the western humanities tradition, this course offers a culturally unique and tribally based perspective on subject matter in the humanities, namely literature, art, music, philosophy and language.

Class time: 40% lecture, 30% Discussion, 30% video, guest speakers
Work load: 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 5 papers, discussion of readings
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% class participation, 30% attendance, readings
Exam format: question and answer, open ended, true false

Amin 1102 Beginning Ojibwe II (Sec 001); 5 cr; prereq 1101; meets DELM req of classroom
Instructor: Jones, Dennis
Description: Second semester of Beginning Ojibwe language sequence: Acquisition of Speaking Skills, fundamentals of grammar and writing systems. This course is taught as a beginning level class and no previous experience is needed. The skills of listening and speaking in the Ojibwe language are emphasized with daily oral drills as the basic content of the class. The final exam is an oral speech that is delivered based on the classroom drills.

Amin 1122 Beginning Dakota II (Sec 001); 5 cr; prereq 1121; meets DELM req of classroom
Instructor: McKay, Neil Troy
Description: Second semester of Beginning Dakota language sequence: The basics of the Dakota language with emphasis on spoken Dakota (reading and written knowledge of the language being secondary). Focus is on the "D" dialect of the Dakota (Sioux). Language topics to be covered include history and culture.

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

Amin 3109 Anishinaabe Literature (Sec 001); Credit will not be granted if credit has been received for: AMIN 5109, AMIN 5109; 3 cr; A-F only; prereq 3103; meets DELM req of classroom
Instructor: Nichols, John David
Description: In this introduction to Anishinaabe oral literature in Anishinaabemowin, the Ojibwe language, we will read and analyze written transcriptions of performances in Anishinaabemowin of three main forms: aadizookaan (sacred story), dibajimowin (narrative), and nagamon (song). Topics discussed include oral literature as performance and text, oral art in Anishinaabe life, history of written Anishinaabemowin, text editing and presentation, the Wenabozho/Nenabozho cycle, other aadizookaan, historical and personal narratives, song texts as poetry, and other forms of Anishinaabe literature. Completion of the third term of study of Ojibwe (Amin 3103) or fluency in Ojibwe is a prerequisite. The readings are accompanied by vocabulary lists, word-building notes, paradigms, and grammar notes to help students expand their knowledge of Anishinaabemowin.

Class time: 15% lecture, 85% Discussion

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

Amin 3201W American Indian Literature (Sec 001, 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 (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 3301 American Indian Philosophies (Sec 001, 002); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: STAFF
Description: The purpose of this course is to introduce students to the philosophical thought and spiritual beliefs of native peoples of North America. Students will examine a broad spectrum of issues which influence the worldview of native people on this continent, including European contact and thought. Students may find some of the issues to be controversial and personally challenging, however, a thorough discussion of the impact of European influences is important to
understanding native people's resistance and survival. Finally, students will also explore the ways in which native philosophy and spiritual practices shape native life experience in a society viewed by many native people as being at odds with their beliefs.

**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.

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

**Work load:** 10 pages of reading per week, 8-12 pages of writing per semester, 4 exams, 2 papers

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

**Exam format:** Essay

---

**Amin 3409 American Indian Women: Ethnographic and Ethnohistorical Perspectives**

*(Sec 001); Credit will not be granted if credit has been received for: WOST 3412, WOST 3412, WOST 3412, WOST 3412, AMIN 5409, AMIN 5409, AMIN 5409; 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of Social Science Core; meets DELM req of classroom*

**Instructor:** Albers, Patricia

**Description:** This course intends to provide students with a broad understanding of American Indian women from different tribal nations as this is revealed in the ethnohistorical and ethnographic record. It is concerned, first of all, with the patterns of representation by which the lives of native women have been described and interpreted in myth, literature, popular culture, and scholarly discourse. It gives special attention to how ideas about gender are constructed culturally, how they differ among tribal nations, and how this contrasts with conventional Euro-American perspectives. The course is also concerned with the differing ways American Indian women led their lives, for example, the many ways they fed and housed their nations and continually adapted these roles to meet the changing conditions they faced. It looks at the important role kinship helped to define a woman's standing in her community. It documents the manners in which women supported and changed the destinies of their nations in diplomacy and war. And it covers women's efforts to preserve the cultural integrity of their languages, artistic traditions, and spiritual beliefs. The course is designed to connect the past with the present and to understand how women used their cultural knowledges as sources of resistance, innovation, and accomodation under a history of colonization. In areas where controversy exists, attention is always given to understanding the contested grounds on which interpretations differ and collide.

**Class time:** 50% lecture, 35% Discussion, 15% Film and video

**Work load:** 100 pages of reading per week, 21 pages of writing per semester, 4 papers

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

---

**Amin 3501 American Indian Tribal Governments and Politics**

*(Sec 001); Credit will not be granted if credit has been received for: POL 3701; 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom*

**Instructor:** Nichols, John David

**Description:** This course focuses on Dakota culture and history. Our content of the course will be regionally based, that is, we will study 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 section will lead us to a significant event in Dakota History: the Uprising/War/Conflict of 1862. As you learn about Dakota history, you will also become aware of the culture of the Santee Dakota. This will involve oral history and narratives, music and dance, artistic expression, language, and discussions of contemporary issues relevant to the Dakota people. Target audience: anyone interested in American Indian Studies.

**Class time:** 10% lecture, 30% Closed Circuit TV, 60% Discussion

This information is accurate as of: 10/27/2005 at 2:13 PM
AmIn 4301 American Indian Intellectuals
(Sec 001): 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Martinez, David
Description: American Indians have been writers and activists since the early days of European colonialism. Indigenous intellectuals, in turn, have responded passionately and eloquently, not only to the colonization of their homelands, but also to the overarching policies imposed on them by the US federal government, such as removal, assimilation, termination, and even self-determination. The result is a body of works by native authors that cut across a range of historical epochs, tribal affiliations, and individual ideas and opinions. You simply cannot understand or appreciate American Indian Studies today unless you know the intellectual heritage from which it draws. This course provides students with that crucial foundation in American Indian thought.
Class time: 40% lecture, 60% Discussion
Work load: 100-200 pages of reading per week, 15-20 pages of writing per semester, 1 papers. One 15-minute in-class presentation is required
Grade: 70% written reports/papers, 30% class participation, 0% Class participation is highly valued, and is considered during the final grading.

AmIn 5109 Anishinaabe Literature
(Sec 001): Credit will not be granted if credit has been received for: AMIN 3109, AMIN 3109; 3 cr; A-F only; prereq 3107 or 5107 or instr consent; meets DELM req of classroom
Instructor: Nichols, John David
Description: In this introduction to Anishinaabe oral literature in Anishinaabemowin, the Ojibwe language, we will read and analyze written transcriptions of performances in Anishinaabemowin of three main forms: aadizookaan (sacred story), dibaaajimowin (narrative), and nagamon (song). Topics discussed include oral literature as performance and text, verbal art in Anishinaabe life, history of written Anishinaabemowin, text editing and presentation, the Wenabozho/Nenabozho cycle, other aadizookaans, historical and personal narratives, song texts as poetry, and other forms of Anishinaabe literature. Completion of the third term of study of Ojibwe (AmIn 3103) or fluency in Ojibwe is a prerequisite. The readings are accompanied by vocabulary lists, word-building notes, paradigms, and grammar notes to help students expand their knowledge of Anishinaabemowin.
Class time: 15% lecture, 85% Discussion

AmIn 5301 American Indian Intellectuals
(Sec 001): 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Martinez, David
Description: American Indians have been writers and activists since the early days of European colonialism. Indigenous intellectuals, in turn, have responded passionately and eloquently, not only to the colonization of their homelands, but also to the overarching policies imposed on them by the US federal government, such as removal, assimilation, termination, and even self-determination. The result is a body of works by native authors that cut across a range of historical epochs, tribal affiliations, and individual ideas and opinions. You simply cannot understand or appreciate American Indian Studies today unless you know the intellectual heritage from which it draws. This course provides students with that crucial foundation in American Indian thought.
Class time: 40% lecture, 60% Discussion
Work load: 100-200 pages of reading per week, 15-20 pages of writing per semester, 1 papers. One 15-minute in-class presentation is required

This information is accurate as of: 10/27/2005 at 2:13 PM
AmSt 1002 American Popular Arts and Public Life, 1940 to present (Sec 001); 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: Becker, Matthew Paul
Description: The Simpsons and South Park are certainly funny. But how might they relate to contemporary politics? What does bebop jazz have to do with issues of African-American civil rights in the 1950s? And what might horror films like Night of the Living Dead say about the hippies’ view of late-1960s America? In this course we will approach these and other types of popular culture as informative sites of study and think about how and why they relate to broader historical moments, social changes, and political ideas in America since World War II. We will pay particular attention to how issues of gender, sexuality, race, age, class, and ethnicity play important roles in the creation and meanings of popular culture.
Class time: 67% lecture, 33% Discussion
Work load: 50-120 pages of reading per week, 13-18 pages of writing per semester, 2 exams, 1 papers, 4 short reaction papers
Grade: 20% mid-semester exam(s), 25% final exam, 25% written reports/papers, 10% lab work, 20% reaction papers
Exam format: multiple choice and short essay questions

AmSt 1002 American Popular Arts and Public Life, 1940 to present (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 will be studied in historical context. The course will utilize film, music and literature to illustrate the major historical themes. Class Time, Work Load, Grade and Exam format will be determined by the instructor.

AmSt 3111 American Cultures and the Arts (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Noble, David W !!CLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: Mark Twain and American Exceptionalism: Why did his contemporaries see Mark Twain as a humorist who represented mainstream American values? Why do many Americans today continue to see him this way? We will explore these questions because Twain’s writings seem to contradict these stereotypes. At the end of his life he predicted that an American President would use a powerful bomb to destroy the world. In his most famous novels-Huckleberry Finn, The Connecticut Yankee in King Arthur’s Court and Puddin’ Head Wilson-the heroes fail to accomplish their goals. Why, then, have so many Americans identified Twain with the powerful national tradition that Americans, unlike other peoples, do not experience irony, failure, and tragedy? In addition to a discussion of Twain’s critique of the belief in American exceptionalism as a promised land, we will look at the at the ironic and tragic aspects of his personal life. We will use his life history, 1835 - 1910, and his major writings to explore some of the major complexities and contradictions in the dominant American middle-class culture of the second half of the nineteenth century.
Class time: 50% lecture, 50% Discussion
Work load: 60-100 pages of reading per week, 20 pages of writing per semester, 3 papers
Grade: 25% written reports/papers, 25% lab work

AmSt 3113 America’s Diverse Cultures (Sec 002); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Richotte Jr, Keith Steven
Description: America’s diverse cultures have found many avenues of expression since European-American contact in 1492. This course will explore various expressions of American culture including movements for women’s rights and rights for gays. They also were upset by the strong anti-war movement of that decade. While liberals who were in favor of desegregation, feminism, and gay rights seemed dominant politically for the 1940s to the 1960s, conservatives became more powerful politically than in the 1970s and dominant in the 1980s. Since then conservatives have gone beyond the containment of civil rights. This decision caused great bitterness among many European Americans, especially in the South. As many Southern whites struggled to conserve segregation, they reached out to make alliances with conservatives in other regions. This alliance intensified in the 1960s as many conservatives were upset by movements for women’s rights and rights for gays. They also were upset by the strong anti-war movement of that decade. While liberals who were in favor of desegregation, feminism, and gay rights seemed dominant politically for the 1940s to the 1960s, conservatives became more powerful politically than in the 1970s and dominant in the 1980s. This information is accurate as of: 10/27/2005 at 2:13 PM
expression and resistance throughout the course of our nation. One avenue in which the similarities and the diversities of American cultures is shaped and reshaped is in American courtrooms. One particular example (of many that will be discussing) might be helpful in describing the purpose and makeup of the class. Perhaps the most famous Supreme Court case of the 20th Century, is Brown v. Board of Education. Nearly anyone can tell you that it was the case that "ended school segregation". Our collective social memory remembers and celebrates Brown in this way. Among the many questions that our class will ask is what does Brown actually say? Why has some recent scholarship suggested that perhaps we should not be so quick to celebrate the "consequences of Brown"? Do the principles set forth in Brown apply to all peoples of color? Is and/or should Brown be the Supreme Court's definitive statement on how race is to be understood in American law? We will explore how American courts, the official arbiters of justice in American society, have dealt with and continue to deal with difficult questions concerning race. We will trace the historical progression of racial identity and formation through the courts for various groups of peoples. And we will think through and discuss just what place the courts should have concerning these social issues.

Class time: 75% lecture, 25% Discussion
Work load: 40-80 pages of reading per week, 18-22 pages of writing per semester, 2 papers, 5 Quizzes
Grade: 70% written reports/papers, 20% quizzes, 10% lab work
Exam format: short answer

AmSt 3113W America's Diverse Cultures
(Sec 003); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Williams, Melissa
Description: Class Visibility in the United States, 1900-Present: The recent tragedy of Hurricane Katrina has made Americans consider questions that have historically been taboo in this country. With thousands dead and hundreds of thousands destitute, the fact that poor people of color are by far the most affected is suddenly, embarrassingly obvious. Americans are now asking, "Is there a class divide in this supposedly "classless" country?" Still others are asking, "If this can happen, is this country really any less racist than it was a century ago?" Why doesn't the American Dream work for everyone? What does race have to do with class? And does our current system perpetuate our blindness to these problems in our culture? In this course, we will be exploring who makes up the working class in this country, what their relationship with American business and government has been like in the past century, when the working class has been the most and least visible, where we see the working class in our own communities, why class and race have been so inextricably linked in American culture, and how class has been presented in the mass media and other public arenas, both by working-class people themselves and by others. We will use film, television, music, and literature to explore these issues, along with academic scholarship that will provide us with an historical framework.

Class time: 50% lecture, 50% group discussion and student presentations
Work load: 50-75 pages of reading per week, 10-15 pages of writing per semester, 3 class presentations OR service learning, 2 quizzes
Grade: 40% written reports/papers, 20% quizzes, 40% service learning OR presentation

AmSt 3114 America in International Perspective
(Sec 001); Credit will not be granted if credit has been received for: JPN 3167, JPN 3167; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Karjianen, David J
Description: How is the United States viewed around the world? In recent years, globalization and increased American cultural products abroad such as McDonalds, Hollywood films, and Coca Cola have given rise to new terms such as "cultural imperialism" used to describe the domination and influence of American culture globally. While many US products are eagerly consumed outside of the United States, and Hollywood films remain the most widely viewed globally, the US is not always looked on favorably. Many countries ban US films for being too offensive to cultural or religious norms, firms like McDonalds are not allowed to locate too near the Eiffel Tower in Paris because of concerns that it will spoil a prominent area of French culture, and protests over US foreign and economic policy are regular occurrences. By looking at popular media, news reports, and scholarly research, this course will examine the cultural, political, and economic conflicts and tensions between the United States and other countries as perceived by people in both the US and abroad. We will begin with an examination of the US rise as a global superpower after the Second World War, economically, politically, and culturally, and then focus on contemporary debates regarding American cultural imperialism and US foreign policy.

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
Exam format: essay

AmSt 3253W American Popular Culture and Politics: 1940 to the Present
(Sec 001); 4 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: May, Larry L; IMorse Alumni Award!!
Description: This course explores the relationship between public life, citizenship and nationality in the United States since 1940 as mediated through popular art. We will focus on the changing definitions of "freedom," namely what it means to be a citizen and American, what is included and excluded in these definitions as a result of struggles over power and authority. The era since World War II provides an ideal time period for examining these issues, for it was over that time that the nation became an international power, while a new consumer culture and domestic ideal became linked to American identity and Cold War politics. Challenges to the mainstream took the form of a new counter culture, the assertion of black citizenship, and the rise of feminism, each demanding participation in public life and often a redefinition of the gender roles that validated national in the postwar era. This competitive debate also generated a fierce conservative backlash that also found expression in the popular arts and public life. Artists and celebrities, including Ronald Reagan, Marlon Brando, Marilyn Monroe, Hank Williams, John Huston, Temptations, Bob Dylan, Merle Haggard, film noir, rock and roll music and literature will be explored to help answer questions that concern scholars who study both politics and the arts.

Class time: 67% lecture, 33% Discussion
Work load: 100 pages of reading per week, 10-20 pages of writing per semester, 2 papers, one page quiz weekly on the reading
Grade: 55% written reports/papers, 25% quizzes, 20% lab work

AmSt 3993 Directed Studies
(Sec 001-003); 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: Butler, Pamela W
Description: Beyond Buffy: Race, Sex, and the Transnational Politics of "Girl Power" In the last 10 years, U.S. popular culture has embraced a slew of powerful female icons - vampire slayers, international spies, tomb-raiding anthropologists, empowered porn stars, wise-cracking single gals, and cosmopolitan world travelers, just to name a few. This course uses such popular representations of "girl power" as a way to...
think about how race, sexuality, and global economics are implicated in dominant ideas about gender and feminism. We will critically read such texts as Clueless, Alias, Sex and the City, Harajuku Girls, How Stella Got Her Groove Back, and Tomb Raider in order to examine how ideas about power and women's agency are shaped by racial, sexual, and economic inequalities on a transnational level.

Class time: 35% lecture, 65% Discussion
Work load: 50-100 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers, 3-5 critical summaries of course readings.
Grade: 20% mid-semester exam(s), 40% final exam, 15% lab work, 25% reading summaries
Exam format: Take home essay final exam or Research paper (student's choice)

AmSt 4962W Second Proseminar in American Studies
(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.

AnSc 2012 Livestock and Carcass Evaluation
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Hawton, Jerry D
Description: Course content: live animal selection is taught based on visual evaluation and performance records for beef cattle, swine and sheep. Marketing methods of meat animals for feedstock and commercial programs are discussed. Teaching methods utilized are group discussions, situation learning, and scenarios problem solving. This is a useful course for students interested in competing with the best in the world at livestock judging. Programmed oral reasons will be prepared. The one set of reasons each week will be presented numerous times to improve technique.

AnSc 3141 Advanced Dairy Judging
(Sec 001); 1 cr; prereq 2011 or instr consent; meets DELM req of classroom
Instructor: Hansen, Leslie Bennett !COAFES Distinguished Tchg Awd; Morse Alumni Award!!
Description: The instructor for this course has not been determined. This course is designed for upper level and graduate students. The nature of a farm animal's life is shaped in part by the environment which includes all the physical, chemical, and biological factors that surround the animal. The various components of the environment may either promote or impair farm animal performance by facilitating or inhibiting productive and reproductive processes. The course aims to provide a grounding in present knowledge of animal reactions to environmental problems that confront farm animal producers and to help develop approaches to solving the problems. Participation is classroom discussion will be encouraged.

AnSc 3501 Farm Animal Environment
(Sec 001); 3 cr; prereq [2301, jr] or instr consent; meets DELM req of classroom
Instructor: El Halawani PhD, Mohamed E
Description: This course is designed for upper level and graduate students. The nature of a farm animal's life is shaped in part by the environment which includes all the physical, chemical, and biological factors that surround the animal. The various components of the environment may either promote or impair farm animal performance by facilitating or inhibiting productive and reproductive processes. The course aims to provide a grounding in present knowledge of animal reactions to environmental problems that confront farm animal producers and to help develop approaches to solving the problems. Class time: 90% lecture, 10% Discussion
Work load: 15 pages of reading per week, 4 exams
Grade: 100% mid-semester exam(s), 0% mid quarter exam
Exam format: Essays
**Anth 1003W Understanding Cultures**

**Description:** This course is very applied in nature. Some problem solving assignments may be hypothetical, but in most cases, real circumstances are discussed. Much class time is devoted to discussion. The course has been popular with international students in the MAST program. Because dairy cattle genetics from the US has had a major impact on dairy cattle worldwide, the international flavor of discussions is very appropriate. There is some straight lecture, but this is usually sprinkled with questions that are followed by discussion. The instructor attempts to have students address questions that are raised and jointly arrive at a solution. Quantitative genetic principles are the primary focus, with rates of genetic improvement and systems of breeding emphasized.

**Class time:** 35% lecture, 40% Discussion, 25% Laboratory

**Work load:** 15 pages of reading per week, 2 exams, 1 papers, 5 homework exercises

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

**Exam format:** Short answer, essay

**AnSc 4604 Dairy Production Systems Management**

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

**Instructor:** Reneau, Jeffrey Kimball

**Description:** This course is intended to be a "capstone" course in dairy herd management. The course is designed to build problem solving skills in a real-world setting. Most of the class time is spent in decision case discussions. Laboratories will be spent learning practical dairy management skills. For example, milking technique analysis, body condition scoring, etc. Field trips will be taken to visit progressive area dairies. This is an ideal course for any student who anticipates operating a dairy or becoming a dairy herd consultant. The class materials consist of work sheets and reference materials in the areas of dairy farm financial management, nutrition and forages, reproduction, milk quality and mastitis, genetics and young stock management and dairy housing. Students will be assigned to teams, and will visit a "real dairy", at which they are expected to collect data, samples, study records, etc. and write an analysis of the herds strengths and weaknesses and make recommendations to improve herd profitability.

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

**Work load:** 2 - 3 exams, Preparation for decision case discussions

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

**Exam format:** essay

**Anthropology**

395 HHHCtr: 612/625-3400

**Anth 1003W Understanding Cultures**

**(Sec 001): 4 cr; meets CLE req of International Perspective Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

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

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

**Work load:** 50-100 pages of reading per week, 10-15 pages of writing per semester, 2-4 exams, exams include quizzes and final

**Exam format:** multiple choice; essay

**Applied Business**

**Abus 4023W Communicating for Results**

**(Sec 001): 3 cr; A-F only; prereq 45 cr completed; meets CLE req of Writing Intensive; meets DELM req of internet delivered; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Expands on student's lower division work in financial accounting. Emphasis is on using accounting data to make day-to-day management decisions such as: determining cost-volume-profit relationships, measuring various costs, evaluating capital budgets and the acceptability of investment projects, constructing profit plans, evaluating budget variances, and analyzing activity costing and standard costs.

**Abus 4101 Accounting for Managers**

**(Sec 001): 3 cr; A-F only; prereq Financial accounting, at least 45 cr; meets DELM req of internet delivered; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Expands on student's lower division work in financial accounting. Emphasis is on using accounting data to make day-to-day management decisions such as: determining cost-volume-profit relationships, measuring various costs, evaluating capital budgets and the acceptability of investment projects, constructing profit plans, evaluating budget variances, and analyzing activity costing and standard costs.
Applied Economics
231 Classroom Office Building: 612/625-1222

ApEc 1101 Principles of Microeconomics
(Sec 001); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Taff, Steven 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 3001 Applied Microeconomics: Consumers, Producers, and Markets
(Sec 001); Credit will not be granted if credit has been received for: ECON 3101, ECON 3105, ECON 3105, ECON 3111, ECON 3101H; 4 cr; prereq [1101 or Econ 1101], [Math 1142 or Math 1271]; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Zeitouni PhD, Naomi
Description: This is a course in intermediate microeconomic theory, focusing on both consumer and producer decisions. Starting from a firm foundation in the fundamental theory of supply and demand, we will learn about markets, pricing, investment, the effects of government regulations, and market failures. The course will be structured as a lecture/discussion course, with opportunities to develop problem-solving skills through in-class exercises and problem sets.
Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 3 exams
Grade: 30% problem solving, 70% exams

ApEc 3002 Applied Microeconomics: Managerial Economics
(Sec 001); 4 cr; prereq [3001 or Econ 3101], [OMS 1550 or Stat 3011]; meets DELM req of classroom
Instructor: Homans, Frances Reed !COAFES Distinguished Tchg Awd!!
Description: This course focuses on the application of microeconomic theory to managerial problems. Lectures, readings, problem sets, lab sessions, case studies, and discussions integrate theory and applications. Topics include: an introduction to regression analysis, demand analysis and demand function estimation, cost function estimation, resource allocation decisions, linear programming, market structure, pricing policy, risk analysis, and capital budgeting. This course is the second in a sequence that begins with ApEc 3001, Consumers and Markets.
Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 3 exams, written lab assignments and problem sets
Grade: 50% mid-semester exam(s), 25% final exam, 25% Lab and problem set assignments
Exam format: Problems, short answer, short essay

ApEc 3006 Applied Macroeconomics: Government and the Economy
(Sec 001); Credit will not be granted if credit has been received for: ECON 3102, ECON 3112, ECON 3102H; 3 cr; prereq 3001 or concurrent enrollment 3001 or Econ 3101 or concurrent enrollment Econ 3101; meets DELM req of classroom
Instructor: Stinson, Thomas F
Description: This course is concerned mainly with aggregate economic activity. Major emphasis is on factors that determine national income, employment, interest rates, and the price level. These factors include aggregate consumption, business investment, imports and exports, government spending and taxation, the money market, and the labor market. Implications of changes in government economic policies are considered.
Class time: 100% lecture
Work load: 40 pages of reading per week, 2 exams, weekly homework problems
Grade: 40% mid-semester exam(s), 50% final exam, 10% problem solving
Exam format: essay

ApEc 3007 Applied Macroeconomics: Policy, Trade, and Development
(Sec 001); 3 cr; prereq [1101 or Econ 1101], [1102 or Econ 1102]; 3006 recommended; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Runge, Carlisle Ford
Description: This is an undergraduate course in trade and economic development addressed in four main parts. Part I will lay out what we know about international trade and its role in the process of economic development: how trade has grown over recent centuries, the particular role of trade in agriculture, and concerns over globalization and the welfare of developing countries. Part II will consider what economists theorize about international trade—how we know about trade and development. We will consider traditional theories of trade and the roles of comparative advantage, resource endowments, and factor mobility as well as more contemporary aspects involving economies of scale and imperfect competition. Part III of the course will discuss the trade policy instruments and institutions that make trade and development happen: the private financial sector, the International Monetary Fund, World Bank, World Trade Organization, and World Intellectual Property Organization. Part IV will consider how the international movement of capital, technical change, and location affect trade and development.
Class time: 80% lecture, 20% Discussion
Work load: 50 pages of reading per week, 30 pages of writing per semester, 3 exams, 1 papers
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers
Exam format: Multiple choice, short essay and numerical questions

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

**Class time:** 80% lecture, 20% Discussion  
**Work load:** 20 pages of reading per week, 5 pages of writing per semester, 2 exams  
**Grade:** 15% mid-semester exam(s), 20% final exam, 50% special projects, 15% lab work  
**Exam format:** Essay  
**Course URL:** http://www.apec.umn.edu/faculty/wnefstea

ApEc 3611 Environmental and Natural Resource Economics  
(Sec 001); 3 cr; prereq 1101 or Econ 1101; meets CLE req of Environment Theme; meets DELM req of classroom  
**Instructor:** Easter, K William  
**Description:** This introductory course intends to show how economic reasoning can be used to develop insights into the causes, and consequences, of appropriate policies for a variety of natural resource and environmentally related problems. The first part of the course covers general topics in the field of natural resource economics, including benefit-cost, market failures, pollution, and the valuation of nonmarket goods. This is followed by consideration of specific natural resources, such as energy and water resources. The final part of the course focuses on environmental policy design which recognizes irreversibility and a safe minimum standard. The analysis of pollution and pollution control emphasizes the interaction between humans and natural environmental systems. Strong international orientation. Tom Tietenberg, ENVIRONMENTAL ECONOMICS POLICY. Target audience: NRES majors, international students, applied economics students and other students interested in environmental and natural resource problems.  
**Class time:** 100% lecture  
**Work load:** 30-40 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 papers  
**Grade:** 50% mid-semester exam(s), 25% final exam, 20% written reports/papers, 5% problem solving  
**Exam format:** Short essays and problems  
**Course URL:** http://www.apec.umn.edu/faculty/weaster/apec3611.html

ApEc 3801 Health Economics and Policy  
(Sec 001); Credit will not be granted if credit has been received for: PUBH 3801, PUBH 3801; 3 cr; prereq [[1101 or Econ 1101], knowledge of plane geometry] or instr consent; meets DELM req of classroom  
**Instructor:** Jonk, Yvonne C  
**Description:** This course examines the economics of health care markets, and aims to further enhance your understanding of real world problems faced by consumers and producers of health care services. The course builds on basic microeconomic principles of the supply and demand for health, health care, and health insurance, and also explores the role of government. Both theoretical models and empirical applications will be discussed. The course will be a combination of lecture and class discussion, with students leading some of the discussion. Readings will come from textbooks, journal articles, the media, and information found on the Internet. Students are expected to read the assignments before class and be prepared to discuss the readings.  
**Class time:** 75% lecture, 25% Discussion  
**Work load:** 30 pages of reading per week, 3 exams, weekly quizzes  
**Grade:** 45% mid-semester exam(s), 20% final exam, 15% quizzes, 5% class participation, 15% problem solving  
**Exam format:** short answer, problem solving, essay, and multiple choice questions  
**Course URL:** http://www.hsr.umn.edu/fac_pages/yjonk/yjonk.html

ApEc 3811 Principles of Farm Management  
(Sec 001); 3 cr; prereq 1101 or Econ 1101; meets DELM req of classroom  
**Instructor:** Olson, Kent D  
**Description:** Strategic and operations aspects of farm management; strategic management; budgeting; production and operations planning; quality management and control; financial analysis and management; investment analysis; land purchase and rental; risk management; contract evaluation; and staffing and organization. Students completing the course will be able to: 1) Define the terms and concepts commonly used in farm management; 2) Apply methods to identify issues and analyze strategic options for farms; 3) Apply operations management techniques within a systems perspective of other parts of the farm, and the uncertain economic, climatic, and biological environments in which farms operate; 4) Apply knowledge obtained in previous courses to farm management problems; and 5) Strengthen skills in teamwork, problem solving, interviewing, speaking, and report writing. The target audience is primarily undergraduates in an agricultural major, although graduate students in agricultural fields may benefit from this course as well.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 25 pages of reading per week, 20 pages of writing per semester, 2 exams, 8 papers  
**Grade:** 30% mid-semester exam(s), 30% final exam, 40% problem solving  
**Exam format:** Short answer, short essay, multiple choice, problems  
**Course URL:** http://www.apec.umn.edu/faculty/kolson/classes.html

ApEc 3821 Retail Center Management  
(Sec 001); 3 cr; prereq [1101 or Econ 1101], [1251 or Acct 2050]; meets DELM req of classroom  
**Instructor:** Nefstead, Ward Elliot  
**Description:** Management of garden centers, grocery stores and other retail units selling perishable agricultural products. This course will involve accounting and management aspects of related retail business. Part of the class will focus on ecommerce applications. Group exercises and management cases/simulations will be used as well as assigned projects off campus.  
**Class time:** 70% lecture, 15% Discussion, 15% Laboratory  
**Work load:** 35 pages of reading per week, 10 pages of writing per semester, 3 exams  
**Grade:** 20% mid-semester exam(s), 35% final exam, 20% special projects, 10% lab work, 15% problem solving  
**Exam format:** Multiple choice, essay, short answer  
**Course URL:** http://www.apec.umn.edu/faculty/wnefstea

ApEc 3891 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.  

(Sec 001); 3 cr; prereq 1101, 1102 or Econ 1101, 1102; meets DELM req of classroom  
**Instructor:** Gartner, Bill  
**Description:** Growth in tourism has led, in the last twenty-five years, to development consequences that are not always planned for or welcome. This course begins by exploring the historical evolution of what is being called the tourism industry, and then reviews the
economic, environmental and socio-cultural impacts, both positive and negative, of tourism development. Government policies and organizations that influence tourism development are examined. Models used to plan for development are discussed and the tools needed for successful development are reviewed. Target audience for this course is centered on the upper level undergraduate and graduate student pool. The instructor will offer many real world examples from his work in West Africa and South America.

**Class time:** 70% lecture, 30% Discussion  
**Work load:** 25 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers  
**Grade:** 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation  
**Exam format:** Essay

**ApEc 4481 Futures and Options Markets**  
(Sec 001); Credit will not be granted if credit has been received for: APEC 5481; 3 cr; prereq [[3001 or Econ 3101], [AnSc 2211 or OMS 1550 or Stat 3011], 60 cr] or instr consent; meets DELM req of classroom  
**Instructor:** Buhr, Brian Lee  
**Description:** This course regards the study of futures and options markets. Primary emphasis will be on commodity futures markets (e.g., food complex, energy complex, metals complex); however, consideration will also be given to financial, currency and stock market futures and options. Approximately the first one-third of the course will focus on futures and options markets history, roles of participants, and tactics and strategies for usage of futures and options. Two-thirds of the course will focus on the application of futures and options markets to risk management, including their role in forward pricing and derivatives markets. Analytic skills including calculus and statistics will be important for successful completion of the course. Students will also participate in risk management case studies, an online trading simulation and tours of the Minneapolis Grain Exchange.  
**Class time:** 75% lecture, 20% Discussion, 5% Tours to Minneapolis Grain Exchange  
**Work load:** 25 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, Case study exercises and interactive trading  
**Grade:** 30% mid-semester exam(s), 40% final exam, 5% written reports/papers, 5% special projects, 5% class participation, 15% problem solving  
**Exam format:** Multiple Choice, True/False, short Answer Problem Solving  
**Course URL:** [http://www.webct.umn.edu](http://www.webct.umn.edu)

**ApEc 5032 Economic Data Analysis for Managerial and Policy Decisions**  
(Sec 001); 3 cr; prereq [5031 or instr consent, familiarity with SAS; meets DELM req of classroom  
**Instructor:** Davis, Elizabeth E  
**Description:** This course explores statistical and econometric methods for the analysis of large data sets to support managerial and policy decisions. Topics include: Methods for organizing, accessing, and ensuring the quality of data; Estimation techniques including panel data methods, limited dependent variable models, and time series analysis; Clarity of reporting and design of procedures for maintaining and updating data and estimates. The intended audience is graduate students who have taken a masters level course in econometrics. Prerequisites: ApEc 5031 and familiarity with SAS or instructor consent.  
**Class time:** 50% lecture, 25% Discussion, 25% Laboratory  
**Work load:** Student project and homework assignments using computer applications  
**Grade:** 50% lecture and familiarity with SAS or instructor consent  
**Exam format:** Essay

**ApEc 5341 Public Finance**  
(Sec 001); 3 cr; A-F only; prereq 3001 or Econ 3101 or PA 5021; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom  
**Instructor:** Kalambokidis, Laura TJ  
**Description:** If the most efficient way to provide goods and services is through private markets, why are goods and services ever provided by governments? When government provision of services is advisable, which level of government (federal, state, or local) should provide them? Which level of government should pay for those services? With which revenue sources should public expenditures be funded? Which types of taxes should be levied and on whom? What is the likely impact of changes in tax policy? This course will examine these questions by applying economic theory to current examples and issues facing federal, state or provincial, and local governments. Broadly, the course will cover: - The role of government in a market economy; - Trends and theories of public expenditure; - Trends and theories of government revenue; and - Tax policy.  
**Class time:** 100% lecture  
**Work load:** 30 pages of reading per week, 3 exams, A paper will be required of students taking the course for graduate credit  
**Grade:** 50% mid-semester exam(s), 30% final exam, 20% problem solving  
**Exam format:** Mixed

**ApEc 5811 Cooperative Organization**  
(Sec 001); 3 cr; prereq 3001 or Econ 3101 or PA 5021 or instr consent; meets DELM req of classroom  
**Instructor:** Eidman, Vernon R  
**Description:** Overview of the wide range of cooperative business activity in the U.S. with an emphasis on Minnesota. Alternative forms of cooperative business organization and how they relate to sole proprietorships, partnerships and corporations. Application of economic analysis to issues such as changing market organization, financing, management incentives, taxation and antitrust regulations. Cooperatives as a tool for economic development. Students completing the course will: 1) Be familiar with the many types of producer and consumer cooperative businesses in the U.S. economy; 2) Understand the defining characteristics and principles of cooperative businesses and how these principles relate to traditional, new generation and 308B cooperatives; 3) Be able to analyze the profitability, the capital structure and the distribution of patronage dividends; 4) Be able to apply neoclassical and institutional economic theory to cooperative business decisions; 5) Be able to discuss the unique challenges of managing a cooperative business; and 6) Be familiar with a recommended set of steps to follow in developing a cooperative business.  
**Class time:** 35% lecture, 50% Discussion, 15% Outside speakers  
**Work load:** 60 pages of reading per week, 40 pages of writing per semester, 2 exams, 1 papers, 5 problem sets  
**Grade:** 25% mid-semester exam(s), 35% final exam, 40% written reports/papers  
**Exam format:** Short essay with some short answer and problems.  
**Course URL:** [http://www.apec.umn.edu/faculty/veidman/](http://www.apec.umn.edu/faculty/veidman/)

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

**ApEc 5991 Special Topics and Independent Study in Applied Economics**  
(Sec 001, 002); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** Special classes, independent study, and supervised reading and research on subjects not covered in regularly offered courses. Coursework varies by instructor. No exams usually given.
Arab 3102 Intermediate Arabic II

(Sec 002); 5 cr; prereq 3101 or instr consent; meets DELM req of classroom
Instructor: Khalek, Hisham A
Description: Arabic 3102 is the second in a sequence of courses aimed at reading, speaking, listening, and writing formal Arabic, also known as Modern Standard Arabic. The four language skills of reading, listening, writing, and speaking will be utilized and practiced. The class focuses on learning basic grammar and its applicability in daily conversations, reading elementary level Arabic, and writing simple sentences. Listening drills and exercises are also applied and practiced in class and in the language lab by listening and watching audio and video materials. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is Al-Kitaab, Part One. By Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

Class time: 40% lecture, 10% Closed Circuit TV, 40% Discussion, 10% Culture.
Work load: 10 pages of reading per week, 2 exams, 6 quizzes; homework assignments.
Grade: 20% mid-semester exam(s), 20% final exam, 30% quizzes, 10% class participation, 20% 20% homework.
Exam format: Multiple choice and fill in the blank.

Arab 5102 Advanced Arabic II

(Sec 001); 3 cr; max crs 4, 1 repeat allowed; prereq 5101 or instr consent; meets DELM req of classroom
Instructor: Khalek, Hisham A
Description: Arabic 5102 is a continuation of 5101 and the second in a two-course series. The course is designed to reinforce and capitalize on the beginning and intermediate levels to advance language proficiency in formal Arabic. In speaking, the course trains students to understand and use complex and compound sentences. In reading, the course trains students to apply the dialectical marks when reading from scholarly textbooks and journals. Writing skills are enhanced through the writing of weekly journals, homework assignments, and translations. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. The course is also aimed at advancing students knowledge of the cultures of the Arab world. The target audience is undergraduate and graduate students. The text is Al-Kitaab, Part Two, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

Class time: 20% lecture, 20% Closed Circuit TV, 60% Discussion.
Work load: 15 pages of reading per week, 30 pages of writing per semester
Grade: 0% 30% written journals, 20% translations, 10% class participation, 30% tests, 5% presentation, and 5% oral examination.
Exam format: Fill in the blank, multiple choice, content-based inference.

Arab 1102 Beginning Arabic

(Sec 001, 002) 5 cr; prereq 1101 or equiv or instr consent; meets DELM req of classroom
Instructor: Khalek, Hisham A
Description: Arabic 1102 is the second in a sequence of courses aimed at reading, speaking, listening, and writing formal Arabic, also known as Modern Standard Arabic. The four language skills of reading, listening, writing, and speaking will be utilized and practiced. The class focuses on learning basic grammar and its applicability in daily conversations, reading elementary level Arabic, and writing simple sentences. Listening drills and exercises are also applied and practiced in class and in the language lab by listening and watching audio and video materials. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is Al-Kitaab, Part One. By Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

Class time: 40% lecture, 10% Closed Circuit TV, 40% Discussion, 10% Culture.
Work load: 10 pages of reading per week, 2 exams, 6 quizzes; homework assignments.
Grade: 20% mid-semester exam(s), 20% final exam, 30% quizzes, 10% class participation, 20% 20% homework.
Exam format: Multiple choice and fill in the blank.

Arab 3102 Intermediate Arabic II

(Sec 001); 5 cr; prereq 3101 or instr consent; meets DELM req of classroom
Instructor: Khalek, Hisham A
Description: Arabic 3102 is a continuation of Arabic 3101. It is designed to further develop language proficiency in modern standard Arabic in the four language skills. In speaking, the focus is on the use of everyday expressions through discussion and presentations. In reading, the focus is on reading authentic materials from Arabic journals and magazines. Writing is emphasized especially through writing weekly journals and homework assignments. Listening exercises and drills are utilized in class by listening to audio tapes and watching video materials. The course also trains and prepares students to take the Graduation Proficiency Test which is a CLA requirement administered by the language center. In addition, students will further develop and enhance their knowledge of the culture of the Arab world. The target audience is undergraduate and graduate students.

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

Architecture

110 Architecture Building: 612/624-7866

Arch 1281 Design Fundamentals I

(Sec 001); 4 cr; A-F only; meets DELM req of classroom
Instructor: Van Duzer, Leslie
Description: Design Fundamentals I exposes students to the breadth of the discipline of architecture through lectures, films, hands-on studio work, and field trips. Students are introduced to core design principles with an emphasis on the interdisciplinary nature of the field. Design Fundamentals I will help students generate the design work required for admission to all of the architecture programs.

Arch 1301 Introduction to Drawing in Architecture and Landscape Architecture

(Sec 001-008); Credit will not be granted if credit has been received for: LA 5301, LA 5301, LA 1301; 4 cr; A-F only; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: STAFF
Description: This course is meant to introduce an architectural way of visual thinking. It is also intended to familiarize the students with basic concepts of visual notation, techniques, and skills. The educational objectives of Arch 1301 are to enhance students’ abilities to see visual phenomena such as space, light, and/or form; to teach students how to combine seeing with drawing in the way that is specific to the discipline and profession of architecture; to introduce drawing as a process of

This information is accurate as of: 10/27/2005 at 2:13 PM
Arch 3301 Drawing for Design in Architecture
(Sec 001, 003-006); 3 cr; A-F only; prereq 1301 or LA 1301; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: STAFF
Description: This is a follow-up course for Arch/LA 1301. It is intended to explore ways of seeing and ways of exploring concepts behind objects, buildings, and places. These explorations will include: historical and theoretical aspects of depicting architecture that may be found in paintings and architectural drawings; concepts of structure and order of form; conventional and experimental strategies for depicting space, light, and "time" (i.e., projection systems, multiple, and sequential drawings); pencil, pastels, and ink drawing techniques and skills. Though nothing will be "designed" in this course, the educational objective of this sequence of exercises is to introduce issues and develop skills which are essential for a design 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 4282 Undergraduate Architecture Studio II
(Sec 001-006); 6 cr; A-F only; prereq 4281, CALA; meets DELM req of classroom
Instructor: STAFF
Description: Exploration of human response to the natural forces of gravity, light, and their influence on the organization of material form to create places of human habitation.

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

Arts 1501 Printmaking
(Sec 003); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Conbere, Nicholas Andrew Lindberg, Evonne C
Description: 1501-003 Introduction to Printmaking: Screen Printing and Lithography. This studio course is an introduction to the concepts and techniques of screen printing and lithography. Students will create prints with an emphasis on personal expression through the development of imagery. The relationship of student work to historical prints and contemporary art will be explored. This course will consist of lectures, demonstrations, studio work sessions and critiques.
Class time: 40% lecture, 30% Discussion, 30% Laboratory
Work load: 1 exams, 1 papers
Grade: 15% mid-semester exam(s), 10% written reports/papers, 25% lab work, 50% creative engagement
Exam format: short answer, multiple choice

Arts 1501 Printmaking
(Sec 001); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Krepps, Jerald A Lindberg, Evonne C
Description: 1501-001 Introduction to printmaking: Intaglio etching and lithography. This is an introductory course that explores the concepts and techniques of intaglio etching and lithography as fine art expression. Students acquire skill and an understanding into the aesthetics of the print, the role of the multiple and the graphic mark as it relates to personal expression. The course covers image generation, etching, proofing and printing of artwork. Familiarization to strategies and concepts of printmaking through historical and contemporary usage is addressed. Emphasis on understanding the interrelationship of process, materials, and ideas. This course is designed for undergraduate students across disciplines. It introduces techniques artists employ in the development of visual statements. Hands-on involvement in the production of artwork.
Class time: 40% lecture, 30% Discussion, 30% Laboratory
Work load: 1 exams, 1 papers, mid-semester & final portfolio
Grade: 15% mid-semester exam(s), 25% class participation, 60% creative engagement
Exam format: Short answer, multiple choice

Arts 1501 Printmaking
(Sec 004); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Love, Rick P Lindberg, Evonne C
Description: 1501-004 Printmaking: Relief and Screen Print. This is an introductory course that explores concepts and techniques of woodcut, linoleum and silk screen as fine art. Students acquire skills and understanding into the aesthetics of the print, the role of the multiple and the graphic mark as it relates to personal expression. Familiarization to strategies and concepts of printmaking through historical and contemporary usage is addressed. Emphasis on understanding the interrelationship of process, materials and ideas. This course is designed for undergraduate students across disciplines. Class time: 40% lecture, 30% Discussion, 30% creative engagement
Work load: 1 exams, 1 papers
Grade: 15% mid-semester exam(s), 10% written reports/papers, 25% lab work, 50% creative engagement
Exam format: short answer, multiple choice

Arts 1501 Printmaking
(Sec 005); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: STAFF
Description: 1501-005 Introduction to Printmaking: Relief and Intaglio. This is an introductory course that explores the concepts and techniques of intaglio processes and relief approaches of woodcut and linoleum as fine art. Students acquire skill and understanding into the

Art
Teaching and Research Facility: 612/625-
aesthetics of of the print, the role of the multiple and the nature of graphics as it relates to personal expression. Familiarization to strategies and concepts of printmaking through historical and contemporary usage is addressed. Emphasis on understanding the interrelationship of process, materials and ideas. This course is designed for undergraduate students across disciplines. It introduces techniques artists employ in the development of visual statements. Hands-on involvement in the production of artwork.

Class time: 40% lecture, 30% Discussion, 30% Laboratory
Work load: 1 exams, 1 papers, mid-semester and final portfolio
Grade: 15% mid-semester exam(s), 10% written reports/papers, 25% class participation, 50% creative engagement
Exam format: short answer, multiple choice

ArtS 1501 Printmaking
(Sec 002); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Schmid, Jenny Lindberg, Evonne C
Description: Introduction to three techniques of printmaking: Relief, Intaglio and Digital Printing. From historical approaches and use through contemporary materials and concepts. Students will be encouraged to improve compositional skills and individual content through assigned projects. Students are required to work in the lab outside of class time and participate actively in critiques. Emphasis on the inter-relationship of process with material and ideas.
Class time: 25% lecture, 25% Discussion, 50% Laboratory
Work load: Students are expected to be in the lab from 4 to 6 hours a week outside of class.
Grade: 20% lab work, 80% Students will be evaluated on their mid-term portfolios and final projects
Exam format: Final Portfolio and Critique

Art History
338 Heller Hall: 612/624-4500

ArtH 1921W Introduction to Film Study
(Sec 001); Credit will not be granted if credit has been received for: CSCL 1921, CSCL 1921W, CSCL 1921W, CSCL 1921W, CSCL 1921, CSCL 1921; 4 cr; prereq =CSCL 1921W; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Griffin, Michael
Description: This course provides an introduction to the fundamentals of film analysis and media study. Readings and lectures cover the technical, economic, social, and cultural aspects of film, from how the film industry and the studios work to how films are marketed in the mass media and exhibited. The primary emphasis is on feature-length narrative fiction films, but attention is also paid to documentaries, animation, avant-garde and experimental film and video, television (news, sit-coms, soap operas, day-time, etc.), and new media.

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

Arth 3305 Classical Myth in Western Art
(Sec 001); Credit will not be granted if credit has been received for: CLAS 3035, ARTH 3035, CNES 3035, ARTH 3035, CNES 3035; 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Mc Nally, Sheila J
Description: In this class we look at selected figures and events from classical mythology as ancient artists first depicted them and as they have reappeared in later Western art. Our first concern is to see how artists visually convey mythic content, and our second is to consider how the works functioned in their societies. Three characteristics of myth challenge artists: (1) myths arise out of concern with the world around us, and refusal to accept its limitations; (2) myths tell stories; (3) myths involve tradition. We therefore look at how artists expand everyday experience, reveal characters through action, and rework tradition. Workload: Reading in course packets, about 15 pages a week. Course focuses on images, so attendance at discussion of slides in class is very important. Three quizzes, each divided between "objective" questions and short written discussion, and a longer prepared essay. Two projects, each with an individual written portion and a group portion. Class is organized to include both group and individual work making use of WebCT, but can be completed without any computer use. Fuller information on all parts of the course are available through WebCT. Registered students can access them using email passwords.
Work load: 15 pages of reading per week
Grade: 30% final exam, 40% written reports/papers, 30% quizzes
Exam format: slide ID, definition

Arth 3401 Art Now
(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Blocker, Jane M
Description: This course will analyze visual representations in the fine arts and popular media, in the context of contemporary social issues. Topics covered include obscenity and gender, censorship, art and democracy, technology, art and commerce, the representation of race, the museum, propaganda, and the social role of the artist. A major goal for this course will be to understand the contemporary world through the analysis of dominant cultural values as they are manifested in art. It will be web enhanced but URL not available yet.
Class time: 70% lecture, 30% Discussion
Work load: 40 pages of reading per week, 20 pages of writing per semester, 10 papers
Grade: 50% written reports/papers, 20% quizzes, 30% class participation
Exam format: essay

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

**Arth 3921W Art of the Film**

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

**Instructor:** Silberman, Robert B

**Description:** This course provides an introduction to the history and aesthetics of film. Special attention is paid to major film directors, genres, and styles; to the relation between film and other arts (literature, theater, photography, painting, music); and to the relation between film and society. Among the films shown are "The Birth of a Nation," "Metropolis," "Citizen Kane," "Rashomon," and "Bonnie and Clyde." The course is appropriate for non-major undergraduates as well as Art History and Cinema Studies majors. This course follows a lecture/discussion format. There are required discussion sections. Most films are screened in class but there will be additional films that students will be required to watch on videos/DVDs. The term paper is 6-8 pages long; it is not a research paper. There will also be several brief (one-page) writing assignments. Textbooks: Bordwell and Thompson, Film Art and Film History.

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

**Work load:** 50 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-month exam(s), 35% final exam, 40% written reports/papers

**Exam format:** short answer (terminology and concepts), film clip ID (brief analysis), essay

**Arth 3930 Junior-Senior Seminar: Rembrandt**

*(Sec 001); 3 cr; A-F only; prereq [Jr or sr] Arth major, instr consent; meets DELM req of classroom*

**Instructor:** Gaudio, Michael P

**Description:** The seminar will focus upon the art of Rembrandt van Rijn. In-depth study of Rembrandt's paintings, drawings, and etchings in the context of the art and culture of seventeenth-century Holland. Critical evaluation of the various approaches art historians have taken to Rembrandt's work in the past and present. Visits to the Minneapolis Institute of Arts. Students will write a research paper and present their findings at the end of the semester. Open to junior and senior art history majors and to others with instructor's consent.

**Arth 3940 Topics in Art History: Contemporary Hollywood Genres**

*(Sec 001); 4 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom*

**Instructor:** Pope, Tom W

**Description:** This class will be a snapshot of current mainstream American film making, and is designed to help students understand movies on new and deeper levels. Each week we'll watch and analyze a major motion picture made in the last several years. We'll examine each film structurally, thematically, editorially and visually, employing most modern forms of analysis. Although the syllabus has not yet been fixed up, some of the films we'll watch could include: Mystic River, Fahrenheit 9/11, Lost in Translation, Eternal Sunshine of the Spotless Mind, Passion of the Christ, Monster, Collateral, Adaptation and American Splendor. We may also watch a rough-cut of a locally made film and discuss the problems of American film making with the writer/director. There will be a mid-term, a final, plus two 5-7 page interpretive and analytical essays.

**Arth 3940 Topics in Art History: Film Noir**

*(Sec 003); 3 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom*

**Instructor:** Silberman, Robert B

**Description:** This course examines the world of Film Noir - "black cinema" - that distinctive film universe composed of equal parts atmospheric visuals, hard-boiled dialogue, and violent action. Films to be studied include John Huston's "The Maltese Falcon," Billy Wilder's "Double Indemnity," and Orson Welles' "Touch of Evil," as well as the noir revival masterpiece, Roman Polanski's "Chinatown." Several books that were made into noir films-Hammett's "Maltese Falcon," Cain's "Double Indemnity," Chandler's "Murder, My Sweet," Elroy's "L.A. Confidential" - are required reading, in addition to critical texts on film noir and specific films. This course follows a lecture/discussion format. One film is screened in class each week; students are required to watch additional films outside of class and participate in on-line discussions. The term paper is 6-8 pages long for 3940; it is not a research paper. A 12-15 page research paper is required for 5940.

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

**Work load:** 50 pages of reading per week, 6-8 pages of writing per semester, 2 exams, 1 papers, brief on-line responses

**Grade:** 25% mid-semester exam(s), 35% final exam, 40% written reports/papers

**Exam format:** short answer, essay

**Arth 3940 Topics in Art History: Scandinavian Art**

*(Sec 002); 3 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom*

**Instructor:** Werner, Jeff Daniel

**Description:** This is an introduction to Scandinavian art, starting with the Viking era (ca 800 B.C) and finishing with the art, architecture and design in the Scandinavian countries. The course also gives insights into the political, religious, social and cultural context of the art. Moreover, impacts of Scandinavian culture in the U.S. and the relations between American and Scandinavian visual culture will also be discussed. This course is intended for undergraduates and follows a lecture/discussion format.

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

**Work load:** 30 pages of reading per week, 8-10 pages of writing per semester, 2 exams, 1 papers

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

**Exam format:** multiple choice

**Arth 3975 Directed Museum Experience**

*(Sec 001); 1-2 cr; max crs 2, 1 repeat allowed; S-N only; prereq instr consent; meets DELM req of classroom*

**Instructor:** STAFF

**Description:** The student is responsible for obtaining an internship in an art institution or museum which must be approved by the Director of Undergraduate Studies in Art History. For 2 credits the internship must be for at least 10 hours per week. S/N registration only. Open to majors and non-majors. Speak with the Art/H 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 5301 Visual Culture of the Atlantic World**

*(Sec 001); 3 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom*

**Instructor:** Gaudio, Michael P

**Description:** This course explores the visual culture of the Atlantic World from the time of the Columbian encounter through the revolutionary period in North America. Art historical approaches to early modern visual culture have traditionally been defined by distinct--and distinctly artificial--national and cultural entities (England, France, Spain, the Americas, Africa, etc.). This course, however, will treat the broad geographic region of the Atlantic rim as a fluid space defined by the circulation and exchange of peoples, goods, and knowledges. We will investigate visual representations (including paintings, prints, maps, scientific imagery, decorative arts), collecting practices, and visual performances and spectacle through the key issues that defined this circum-Atlantic context: slavery and the slave trade, contact and...
ArtH 5454 Design Reform in the Era of Art Nouveau (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Weisberg, Gabriel
Description: The design reform era (1885-1930) is examined in France, Belgium, England, Germany, Austria, Scotland and the United States. Innovations in architecture, graphic arts, the applied arts (furniture, jewelry, fabrics) are studied. The major promoters and pioneers of modern design are discussed in this slide lecture class. Critical issues of design reform are examined; texts are integrated with a discussion of the principal monuments. Course texts include: Jeremy Howard, Art Nouveau, International and National Styles in Europe (1996) and Debora L. Silverman, Art Nouveau in Fin de Siecle France, Politics, Psychology and Style (1989). The target audience includes all students interested in visual culture, the history of thematic art history and humanities majors, art history majors. Slide reviews strengthen understanding of the works discussed in class. The course will be web enhanced but the URL is not yet available. Final exam is part of a slide exam, the only exam for the course. 
Class time: 80% lecture, 20% Discussion
Work load: 40 pages of reading per week, 2 exams, 1 papers
Grade: 30% mid-semester exam(s), 40% final exam, 30% written reports/papers
Exam format: Slide exams and essays

ArtH 5546 American Architecture: 1840 to 1914 (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Archer, W. John !!Arthur Motley Exemplary Tch Aw!!
Description: As the title suggests, this course covers American architecture in the period from 1840 to the First World War. A variety of perspectives and methodologies are introduced and employed (biographical and stylistic analysis, gender studies, etc.), while the course remains centered on the premise that architecture is a social instrument, articulating political structures, economic relations, and ideologies. The course approaches American architecture by examining the entire built environment rather than just facades. This requires attention to more than names, dates, and styles: we will examine interior plans and furnishings, landscapes and parks, city planning, the rise of suburbia, ideological concerns in a 'moral' household environment, gender differences, political power, class stratification, accumulation of capital, the aestheticization of nature, and other related considerations. The course is organized around the city and its countryside in the years from 1840 to 1914. Case studies include city planning, the rise of suburbia, ideological concerns in a 'moral' household environment, gender differences, political power, class stratification, accumulation of capital, the aestheticization of nature, and other related considerations.
Class time: 95% lecture, 5% Discussion
Work load: 25 pages of reading per week, 8-15 pages of writing per semester, 2 exams, 1 papers, requirements vary according to undergrad/grad status
Grade: 25% mid-semester exam(s), 45% final exam, 30% written reports/papers
Exam format: Essay

ArtH 5767 Japanese Painting (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Poor, Robert John
Description: This course will offer a selective examination of the paintings and prints produced in Japan from the Neolithic era down to modern times. Every major type of Japanese pictorial art is represented in this introductory survey and upon successful completion of this course the students will be conversant with the general development of the painterly arts in Japan. There is no art history prerequisite and no knowledge of the Japanese language is required. Open to Juniors, Seniors, and Graduate students. The lectures will proceed along chronological lines with special attention given to individual schools, religious sects or special themes such as depictions of Life at Court, Zen Buddhist art, and the World of Entertainment (Ukiyo-e) as exemplified by the ever popular wood-block print that captured the hearts of Vincent van Gogh and generations of western audiences. Finally, we will make a brief foray into contemporary Japanese painting in its global setting. The primary "text" for the course will consist of the objects themselves as illustrated in the lectures and by original works of art in local museums and private collections. We will examine original works of art whenever possible and have scheduled field-trips to view the world renown collection of Japanese Art at the Minneapolis Institute of Arts on February 12 and April 8.
Work load: 5-10 pages of writing per semester, 2 exams, 1 papers
Grade: 33% mid-semester exam(s), 33% final exam, 33% written reports/papers

ArtH 5776 Redefining Tradition: Indian Art, 400 to 1300 (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Asher, Frederick M
Description: This course examines India's art and architecture from the time of the earliest free-standing temples, that is, about 400, through the thirteenth century, focusing on temples and their associated sculpture but including also mural painting and the beginnings of Islamic architecture in India. The course will be largely lectures but with ample time for and encouragement of discussion. The background of students in the course will range from art history majors to those without prior exposure to either India or the study of art history. The course will be web enhanced but the URL is not yet available.
Class time: 60% lecture, 40% Discussion
Work load: 100 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 35% final exam, 40% written reports/papers
Exam format: essay

ArtH 5950 Topics: Art History: Topography of Athens (Sec 003); 3 cr; max crs 12, 3 repeats allowed; meets DELM req of classroom
Instructor: Cooper, Frederick A !!CLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: "Athens is the original home of Western Culture," Colin Renfrew, the distinguished Cambridge professor of archaeology. Whatever the truth of this claim, the archaeological and art historical remains of Athens, along with an extensive body of literature provide material for the study and enjoyment of the legacy of ancient Greece. The age of Perikles, the 5th and 4th centuries BCE are the best known and most studied but the city and it countryside have produced magnificent material culture from prehistoric to Byzantine to pre-modern times, as expressed in 79 BCE by Cicero, "There is no end to it in this city --wherever we walk, we set foot upon some history." This course takes a topographic and diachronic approach, a study of the culture of Athens across the landscape and the evolution and development of artistic ideas through time.
Class time: 20% lecture, 50% Discussion, 30% student class presentations
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 papers
Grade: 50% written reports/papers, 30% in-class presentations, 20% class participation
AAS 3501 Asian America Through Arts and Culture
(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Lee, Josephine D
Description: This course will introduce students to interdisciplinary questions of Asian American experience, identity, and community through looking at literature, dance, music, photography, film, theater, and other cultural forms. It includes a service-learning component in which students work with local Asian American arts groups and organizations. Students will be encouraged to express their own cultural contradictions through writing and other forms of artistic expression, as well as to participate in Asian American arts and culture through attendance at and performance in local arts events.
Class time: 100% Discussion
Work load: 50 pages of reading per week, 12-15 pages of writing per semester, 3 papers
Grade: 60% written reports/papers, 20% in-class presentations, 20% class participation

AAS 3877 Asian American History, 1850 to Present
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Lee, Erika
Description: Asian immigrants began to arrive in the United States in the mid 19th century. Today, about half of the people immigrating today are from Asia. This course is a broad and comparative survey of Asian Americans (Chinese, Japanese, Korean, Filipino, South Asian, and Southeast Asian Americans, particularly Hmong and Vietnamese) from 1850 to the present. Topics include: immigration, anti-Asian discrimination and exclusion, labor, women, family, and communities, World War II and Asian America, including the internment of Japanese Americans, &quot;new&amp;quot; immigration from Asia after 1965, war in Southeast Asia and refugee migration and communities in the U.S.; the Asian American movement and the struggle for equality, and contemporary issues related to Asian Americans. This course is open to undergraduate majors and non-majors. Reading assignments will include texts, articles, and autobiographies. We will view films and use the internet to compliment lectures and class discussions.
Class time: 70% lecture, 30% Discussion
Work load: 100 pages of reading per week, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 35% final exam, 20% written reports/papers, 20% class participation
Exam format: Essay
Course URL: http://www.hist.umn.edu/~erkalkee/aahist.html

AAS 3920 Topics in Asian American Studies
(Sec 001); 2-4 cr; max hrs 8; prereq jr or sr; meets DELM req of classroom
Instructor: Park Gregg, Kim Ja
Description: This course examines Korean adoption and the experience of Korean adoptees in America over the past 50 years. It centers on the experience of Korean adoptees focusing largely on the social and cultural production this ever-growing population. It includes an overview of American domestic (in-race and transracial) adoption history and practice, covering legal and policy decisions that have affected the practice of transnational adoption, social welfare research concerning Korean adoption and changing attitudes about adoption from American mainstream and Asian American perspectives. Using the Korean War as a historical baseline, the course considers the geopolitical and socioeconomic relationships between the United States and South Korea during and since the Cold War that have shaped the history of Korean adoption. The course concludes with an overview of Korean adoptee networking, advocacy and community-building efforts worldwide. Key questions for the class will include: What does it mean to be Korean adopted for adoptees and others? What are major themes in Korean adoptee cultural production, and what does that convey about Korean adoption as a practice? What can the experience of Korean adoptees tell other transracial and transnational adoptees groups? How does our understanding of Korean adoptees change our understanding of family? Of what it means to be Asian American? Of what it means to be American? Class time: 25% lecture, 60% Discussion, 15% Students must lead discussion, participate in class discussions
Work load: 50-200 pages of reading per week, 15 pages of writing per semester, 3 papers
Grade: 60% written reports/papers, 15% in-class presentations, 25% class participation
ALL 3270 Service Learning in the Asian Community
(Sec 001); 1-4 cr; max crs 8, 4 repeats allowed; prereq instr consent
Instructor: Lee, Juavah
Description: This Service Learning course is designed to provide academic, social and cultural support to the new Hmong refugee students from Wat Tham Krabok. This course will give the new Hmong refugee students the opportunity to learn English and exchange cultural experience with University of Minnesota students. The main focus of this course is to promote literacy by focusing on English readings. While assisting with the English learning, university students and elementary students may also work on other cultural exchange and/or working on other subject matters.

ALL 3361W Maps, Pictures, and Writing in the Representation of Taiwan
(Sec 001); 3 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: Allen, Joseph R
Description: We will explore how visual media (maps, pictures, and photographs) and written texts (travelogues, stories, and essays) are used to contribute to the representation the people, place, and history of Taiwan, viewed in both historical and contemporary contexts. In this we will consider the way the cultures of East Asia (China, Japan, and Taiwan) have shaped the cultural identity of the people on Taiwan, with special concern given to the concepts of colonialism and indigenous autonomy. Readings in visual media, literature, history, and theory. Students interested in China or Japan will be encouraged to pursue that aspect of cultural identity in Taiwan. Other areas will include the legacy of Fukinense (Min’nan) local culture; the question of aboriginal peoples (yuanzhumin) in Taiwan, the presence of American military during the cold war, and the emergence of a global culture in the late 20th century. While the focus of this course is Taiwan, we will be considering larger issues of the representations of race, culture, and identity.
Class time: 40% lecture, 60% Discussion
Work load: 30-50 pages of reading per week, 25 pages of writing per semester, 1 exams, 2 papers

ALL 3441W Japanese Theater
(Sec 001); 3 cr; credit will not be granted if credit received for: Jpn 3165W; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Morinaga, Maki
Description: Japanese theater has been distinguished for its rich and diverse traditions. For instance, the pre-modern period saw the completion of the famous trio: noh (kyogen included), the puppet theater (bunraku), and kabuki (all male theater). In turn, the twentieth century saw the birth of the Takarazuka revue (all female theater), modern Japanese theater, butoh, and so forth. We will first take the prominent trio (noh, bunraku, and kabuki) as our focus, investigating them in various contexts: acting, script, society, etc. More important, we will examine several themes in relation to Japanese theater throughout the course: training of theater practitioners, aesthetics and philosophy, gender and gender impersonation, etc. Furthermore, we will also pay attention to their theatrical and theoretical continuity, or discontinuity, we may observe in modern theatrical forms (e.g., the Takarazuka revue). Reading knowledge of Japanese or previous course work in Japanese studies, such as literature, will be helpful, but not required. All of the readings will be available in English. Audio-visual materials will be used whenever available and appropriate.

ALL 3920 Topics in Asian Culture: Cultures of Korean Adoption: Adoptee Experience
(Sec 050); 3 cr; max crs 12, 3 repeats allowed; meets DELM req of classroom
Instructor: Park Gregg, Kim Ja
Description: This course examines Korean adoption and the experience of Korean adoptees in America over the past 50 years. It centers on the experience of Korean adoptees focusing largely on the social and cultural production this ever-growing population. It includes an overview of American domestic (in-race and transracial) adoption history and practice, covering legal and policy decisions that have affected the practice of transnational adoption, social welfare research concerning Korean adoption and changing attitudes about adoption from American mainstream and Asian American perspectives. Using the Korean War as a historical baseline, the course considers the geopolitical and socioeconomic relationships between the United States and South Korea during and since the Cold War that have shaped the history of Korean adoption. The course concludes with an overview of Korean adoptee networking, advocacy and community-building efforts worldwide. Key questions for the class will include: What does it mean to be Korean adopted for adoptees and others? What are major themes in Korean adoptee cultural production, and what does that convey about Korean adoption as a practice? What can the experience of Korean adoptees tell other transracial and transnational adoptees groups? How does our understanding of Korean adoptees change our understanding of family? Of what it means to American? Of what it means to be Asian American?
Class time: 25% lecture, 60% Discussion, 15% Students must lead discussion, participate in class discussions
Work load: 50-200 pages of reading per week, 15 pages of writing per semester, 3 papers
Grade: 60% written reports/papers, 15% in-class presentations, 25% lab work

ALL 4900W Major Project
(Sec 001-009); 1 cr; A-F only; prereq [ALL major, sr, instr consent]; meets CLE req of Writing Intensive; meets DELM req of independent study
Instructor: STAFF
Description: Directed research/writing on a topic selected according to individual interest and in consultation with faculty adviser. Usually taken in conjunction with an advanced language or literature course. All students must fill out a major project contract form (available in 453 Folwell) prior to registering for the course. A copy of the completed project must be submitted to the department office for inclusion in the student's major file before the final grade for this course will be posted to the official record of the student. A-F only. Prerequisites: ALL major, senior, and instructor consent.

ALL 5265 Traditional Poetics and Aesthetics in East Asia
(Sec 001); 4 cr; A-F only; prereq Some knowledge of East Asian culture/literature suggested; meets DELM req of classroom
Instructor: Rouser, Paul F
Description: An in-depth introduction to traditional theories of poetics and aesthetics in East Asia, with particular emphasis on China and Japan. Issues included will be: Chinese interpretations of the Classic of Poetry, and their impact on the conception of poetry in general; the correspondences of poetic theory and painting theory; the impact of Zen Buddhism on aesthetics; and Japanese court treatises on poetry. The course is intended for advanced undergraduates and graduate students; no previous knowledge of premodern East Asian literature is required, but some background is helpful. An optional additional hour will be offered for students who would like the opportunity to read the texts in the original languages.
Class time: 25% lecture, 75% Discussion
Work load: 100 pages of reading per week, 20 pages of writing per semester, 2 papers
Grade: 50% written reports/papers, 15% in-class presentations, 35% class participation

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

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

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

ALL 5990 Directed Study
(Sec 004); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: McGrath, Jason
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study
(Sec 005); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: Molasky, Michael S
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study
(Sec 006); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: Morinaga, Maki
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study
(Sec 007); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: Rouzer, Paul F
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study
(Sec 008); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: Sawhney, Simona
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

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 1001, AST 1011H, AST 1011H; 3 cr; prereq non-science major; meets DELM req of classroom
Instructor: STAFF
Description: This course is a scientific exploration of the human place in the universe. We study the origin and history of the Universe and the formation of the Earth and the solar system. We compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. This course includes study of the properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course 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 1011H Exploring the Universe, Honors
(Sec 001); Credit will not be granted if credit has been received for: AST 1001, AST 1001, AST 1001, AST 1001, AST 1001, AST 1001, AST 1001; 4 cr; prereq high school trigonometry, high school physics or chemistry; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom;
Ast 2990 Directed Studies
(Sec 001-008); 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, inst 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 001-008); 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 001-008); 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: Independent research in observational or theoretical astrophysics. Senior Thesis for undergraduate astrophysics majors. Arrange with a faculty member.

Biochemistry
140 Gortner Lab of Biochemistry: 612/624-7755

BioC 3021 Biochemistry
(Sec 003); Credit will not be granted if credit has been received for: BIOC 6021; 3 cr; prereq [Biol 1002 or 1009], Chem 2301; meets DELM req of classroom
Instructor: Adolph, Kenneth W. Garni, Rita Kathleen
Description: This course is a one-semester survey of the biochemical education programs. Evaluation based on formal report written by student at end of each semester of work assignment.

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: STAFF
Description: Statics, engineering wood design principles, mechanical properties of wood. Design techniques for individual components. Trusses, beams, columns. Using conventional lumber products, engineered wood products, and steel. Simple structures explored through examples, assignments.

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

BP 3396 Industrial Internship (Industrial Assignment)
(Sec 001); 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); 1-4 cr; max crs 4, 1 repeat allowed; prereq sr, instr consent ; meets DELM req of classroom
Instructor: STAFF
Description: Independent study in an area of interest to an undergraduate majoring in one of the fields within the College of Natural Resource.

BP 4801H Honors Research
(Sec 001, 002); 2 cr; A-F only; prereq BP upper div honors; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: First semester of independent research project supervised by faculty member.

Grade: 67% mid-semester exam(s), 33% final exam
Exam format: multiple choice
Biol 1001 Introductory Biology I: Evolutionary and Ecological Perspectives
(Sec 001, 019, 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 perspectives on issues concerning human diversity, human population growth, health, agriculture and conservation. Multimedia technology is integrated throughout the lecture and laboratory curriculum. Lecture will include various opportunities for active learning such as discussion of case studies, individual and group problem solving, role-playing, minute summaries, and group work on sample exam questions. Laboratory is in a 2-hour block, 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: 50% lecture, 10% Discussion, 40% Laboratory
Work load: 40 pages of reading per week, 10 pages of writing per semester, 3 exams, 3 papers, 2 homework assignments
Grade: 29% mid-semester exam(s), 22% final exam, 13% written reports/papers, 13% quizzes, 12% class participation, 6% problem solving, 1% occasionally students will be asked to hand in material for a grade during lecture period
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 organization of living cells, the properties and functions of biological molecules, and the development of multicellular organisms. The production and utilization of biological energy are explored at the cellular level and the similarity found in all living organisms is stressed. Genetics and development are explored at both the cellular and the molecular level. Students learn how the genome is organized, how it functions in the cell, and how this subsequently affects the whole organism. Current topics such as genetic diseases and genetic engineering are discussed. The lecture/recitation sections are integrated with laboratory exercises to give students basic experience with the methods of modern molecular biology. Student participation is encouraged.
Class time: 50% lecture, 50% Laboratory

Work load: 40 pages of reading per week, 10 pages of writing per semester, 3 exams, 3 papers, 2 homework assignments
Grade: 33% mid-semester exam(s), 25% final exam, 15% written reports/papers, 16% quizzes, 4% in-class presentations, 7% problem solving, 0% homework
Exam format: multiple choice lecture exams
Course URL: http://genbiol.cbs.umn.edu
Biol 1002W Introductory Biology II: Molecular, Cellular, and Developmental Perspective
(Sec 001); 5 cr; A-F only; prereq [1001 or equiv], Chem 1021;
Credit will not be granted if credit has been received for: 1009;
meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Biol 1002 is intended for undergraduate biology majors.
A background in general chemistry is assumed with some basic knowledge of organic chemistry. This course examines the organization of living cells, the properties and functions of biological molecules, and the development of multicellular organisms. The production and utilization of biological energy are explored at the cellular level and the similarity found in all living organisms is stressed. Genetics and development are explored at both the cellular and the molecular level. Students learn how the genome is organized, how it functions in the cell, and how this subsequently affects the whole organism. Current topics such as genetic diseases and genetic engineering are discussed. The lecture/recitation sections are integrated with laboratory exercises to give students basic experience with the methods of modern molecular biology. Student participation is encouraged.
Class time: 50% lecture, 50% Laboratory
Work load: 50 pages of reading per week, 3 exams, two-three-hour labs per week; written lab reports; lab notebooks; oral presentations; occasional quizzes
Grade: 30% mid-semester exam(s), 15% final exam, 50% lab work, 5% problem solving
Exam format: short answer, multiple choice, fill-in, matching
Course URL: http://www.cbs.umn.edu/class/biol/1002/

Biol 1009 General Biology
(Sec 001, 050, 090); Credit will not be granted if credit has been received for: BIOL 1001, BIOL 1001, BIOL 1001, BIOL 1009H, BIOL 1009H; 4 cr; prereq high school chemistry; 1 term college chemistry recommended; Credit will not be granted if credit has been received for: 1001, 1002V, 1002W; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom
Instructor: STAFF
Description: An introduction to the major concepts and principles of modern biology. Topics include: structure and function of biological molecules, cell structure and function, energy recruitment and utilization, cellular reproduction, flow of genetic information through organisms and populations, principles of inheritance, evolution and ecology. Includes lab. This course has no prerequisites. Course satisfies the CLE lab distribution requirement in biology in a single semester. Intended for any student (major or non major) who requires a comprehensive survey of biology in a single semester. Tutorial aid is available during certain hours each day. Multimedia technology is integrated throughout the lecture and laboratory curriculum. An extensive web site (http://genbiol.cbs.umn.edu) has been developed to deliver course information, as well as course content.
Class time: 55% lecture, 45% Laboratory
Work load: 50 pages of reading per week, 3 exams, 1 papers
Grade: 34% mid-semester exam(s), 21% final exam, 10% written reports/papers, 25% quizzes, 10% Unannounced lecture quizzes
Exam format: multiple choice lecture exams
Course URL: http://genbiol.cbs.umn.edu

Biol 1009H Honors: General Biology
(Sec 001); Credit will not be granted if credit has been received for: BIOL 1009, BIOL 1009, BIOL 1009, BIOL 1001, BIOL 1001, BIOL 1001; 4 cr; prereq high school chemistry, honors; one term of college chemistry recommended; Credit will not be granted if credit has been received for: 1001, 1002V, 1002W; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: This is a laboratory course and requires dissection and direct observation of animal diversity with emphasis upon morphology. The phylogenetic survey, from unicellular protists through the
vertebrates, includes a wide array of organismal variation. Special attention is placed upon mammalian anatomy through dissection of the fetal pig. Students develop an understanding of the patterns and complexities of animal diversity through the experience of hands-on laboratory exercises.

Class time: 5% Discussion, 95% Laboratory
Work load: 15 pages of reading per week, 4 exams
Grade: 55% mid-semester exam(s), 37% final exam, 8% quizzes
Exam format: multiple choice/practical
Course URL: http://www.cbs.umn.edu/class/biol/2005

Biol 2012 General Zoology
(Sec 001); Credit will not be granted if credit has been received for: BIOL 2005; 4 cr; prereq 1008 or 1001; meets DELM req of classroom
Instructor: Cotner, Sehoya H
Description: The course provides a framework for understanding the major groups of animals (phyla) on Plant Earth, ranging from unicellular protozoa to arthropods and mammals and including their marine, freshwater, and terrestrial representatives. The phyla are traced through evolutionary time to see how they solved the common problems of existence (e.g., feeding movement, respiration, reproduction) and how their solutions have given rise to increasing levels of structural complexity. Video clips and slides are liberally used to illustrate aspects of behavior, ecology, and relevance to human wellbeing. The laboratory is an integral part of the course; activities are hands-on and require dissections. The course is designed for undergraduate students in liberal arts and natural sciences and for pre-professional students in health sciences, agriculture, and natural resources. Lecture exams are based largely on lecture content and review questions from the text.
Class time: 50% lecture, 50% Discussion
Work load: 40 pages of reading per week, 10 pages of writing per semester, 1 papers, 4 lecture exams, 4 lab exams
Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 10% quizzes, 40% lab work
Exam format: Lecture exams require short answers based on specific knowledge of concepts presented in lecture.

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

Biol 3610 Internship: Professional Experience in Biological Sciences
(Sec 001); 1-6 cr; max crs 6, 6 repeats allowed; S-N only; prereq Acceptance into CBS Internship Program, internship workshop, college consent; meets DELM req of classroom
Instructor: Hanna, Kathryn L
Description: Undergraduate students can earn credit for a structured internship that matches their academic and/or career goals in life science with off-campus learning opportunities. Biological sciences internships in industry, non-profit organizations, and government agencies may be found through the CBS Career Center (229 Snyder Hall, St. Paul Campus). Credit number is variable and will be based on time spent on-site and other course requirements. Students must commit to a minimum of 10 hours/week/semester. Students will submit a Learning Agreement Form developed in consultation with the on-site internship supervisor and the faculty instructor. Attendance at a pre-internship workshop is required in order to register for credit. If a student has questions about a specific internship opportunity, contact the instructor at kahanna@cbcs.umn.edu. S/N only.
Grade: 100% internship

Biol 3960H Honors Seminar
(Sec 001, 002); 1 cr; max crs 2; A-F only; prereq Limited to participation in CBS honors program, dept consent; meets DELM req of classroom; meets HON req of Honors
Instructor: Barnwell, Franklin H!! Morse Alumni Award!!
Description: This seminar is one of two required for the CBS Upper Division Honors Program and is open only to students in the program. (The other seminar is in the Spring Semester when students describe the results of their honors research.) Each participant researches a topic of current interest at the intersection of science and society and presents the findings to honors classmates. Emphasis is placed on improving communication skills. Presenters are graded by their peers and the instructor and critique a videotape of the talk. PowerPoint presentation graphics must be used. Attendance is required at all class meetings.
Class time: 100% Student talks followed by Q & A.
Work load: 4 pages of reading per week, 4 pages of writing per semester, 1 papers, Writing: abstract for talk and short final paper
Grade: 10% written reports/papers, 90% in-class presentations

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

BME 2501 Cellular and Molecular Biology for Biomedical Engineers
(Sec 001); 4 cr; A-F only; prereq Biol 1009, Chem 1022, Phys 1302, Math 1372, [dept or college consent]; meets DELM req of classroom
Instructor: Odde, David John
Description: Objectives: 1) Learn basic structure and function of cells and their molecules. 2) Be able to apply fundamentals of physics, chemistry, and mathematics to problems in cellular and molecular biology. Textbook: Alberts et al., Essential Cell Biology, 1998, Garland. Tremendous advances in cellular and molecular biology have advanced the frontiers of medicine and biotechnology. Understanding the basic concepts of how cells and their molecules work is now an important tool for biomedical engineers and a new avenue for advancing medicine through technology. To use this tool requires not only an understanding of the fundamentals of cellular and molecular
biology, but also the ability to relate these fundamentals to the physical sciences and mathematics. In doing so engineers can better understand, manipulate, and control cellular and molecular systems for therapy and technology. Specific Topics: 1) Modelling of chemical kinetics and thermodynamics, diffusion and mass transport, mechanics, and electricity in cellular processes 2) Basic components, structures, and mechanisms of cellular processes including metabolism, gene expression, cell signalling, and cell division.

BMEn 3101 Biomedical Transport Processes (Sec 001); 4 cr; A-F only; prereq Math 2374, Phys 1302, [BMEN upper div or dept consent]; meets DELM req of classroom
Instructor: Tranquillio, Robert T
Description: In terms of subject matter: 1) Learn fundamentals of mass, heat, and momentum transport as applied to biomedical problems 2) Develop laboratory experience illustrating these fundamentals 3) Learn numerical methods required to compute solutions of related equations. In terms of ABET accreditation: a) an ability to apply knowledge of mathematics, science, and engineering b) an ability to design and conduct experiments, as well as to analyze and interpret data c) an ability to design a system, component, or process to meet desired needs d) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice. e) an understanding of biology and physiology, and the capability to apply advanced mathematics (including differential equations and statistics), science, and engineering to solve problems at the interface of engineering and biology. f) the ability to make measurements on and interpret data from living systems, addressing the problems associated with the interaction between living and non-living materials and systems.
Class time: 60% lecture, 20% Discussion, 20% Laboratory
Work load: 15 pages of reading per week, 4 exams, 1 homework set per week
Grade: 45% mid-semester exam(s), 27% final exam, 18% lab work, 10% problem solving
Exam format: short answer and problems

BMEn 5501 Biology for Biomedical Engineers (Sec 001); 3-4 cr; max crs 4, 1 repeat allowed; prereq Engineering upper div or grad student; meets DELM req of classroom
Instructor: Odde, David John
Description: Objectives: 1) Learn basic structure and function of cells and their molecules. 2) Be able to apply fundamentals of physics, chemistry, and mathematics to problems in cellular and molecular biology. Textbook: Alberts et al., Essential Cell Biology, 1998, Garland. Tremendous advances in cellular and molecular biology have advanced the frontiers of medicine and biotechnology. Understanding the basic concepts of how cells and their molecules work is now an important tool for biomedical engineers and a new avenue for advancing medicine through technology. To use this tool requires not only an understanding of the fundamentals of cellular and molecular biology, but also the ability to relate these fundamentals to the physical sciences and mathematics. In doing so engineers can better understand, manipulate, and control cellular and molecular systems for therapy and technology. Specific Topics: 1) Modelling of chemical kinetics and thermodynamics, diffusion and mass transport, mechanics, and electricity in cellular processes 2) Basic components, structures, and mechanisms of cellular processes including metabolism, gene expression, cell signalling, and cell division.

BMEn 5910 Special Topics in Biomedical Engineering: Intro to BioMEMS and Medical Microdevices (Sec 001); 1-4 cr; max crs 4; meets DELM req of classroom
Instructor: Saliternier, Steven S
Description: "Intro to BioMEMS and Medical Microdevices" is oriented to engineering and health sciences students. It includes the following topics: 1) microfabrication of silicon, glass and polymer materials; 2) microfluidics and electrokinetics; 3) sensors, actuators and drug delivery systems; 4) micro total-analysis systems and lab-on-a-chip devices; 5) introduction to clinical laboratory medicine; 6) detection and measuring systems; 7) genomics, proteomics, DNA and protein microarrays; 8) emerging applications in medicine, research and homeland security; 9) packaging, power systems, data communication and RF safety; and 10) biocompatibility and the ISO 10993 Standard. This course is ideal for senior undergraduate students; graduate students in biomedical, electrical, chemical, or mechanical engineering: materials science; and health related fields including biochemistry, molecular and cellular biology, physiology, genetics, laboratory medicine or medical school. The course content follows the new textbook: "Fundamentals of BioMEMS and Medical Microdevices" written by Dr. Saliternier (and published by SPIE and Wiley Interscience).
Class time: 90% lecture, 10% Discussion
Work load: 40 pages of reading per week, 2 exams, 10 minute presentation - see course web site.
Grade: 40% mid-semester exam(s), 40% final exam, 10% in-class presentations, 10% class participation
Exam format: Essay (potential questions are provided in advance - no surprises!)
Course URL: http://www.tc.umn.edu/~drsteve/

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

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

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

BAE 4323 Machinery Elements (Sec 001); 3 cr; A-F only; prereq AEM 2021, AEM 3031, [CE 3502 or Concurrent registration is required (or allowed) in CE 3502], upper div IT; meets DELM req of classroom
Instructor: Chaplin, Jonathan
Description: Basic machinery components. Building blocks for machines used in crop production and food processing. Power from diesel engines, electric and hydraulic motors, performance characteristics, efficiency. Machine control systems modeling (electro-hydraulic), machinery hydraulic circuit design, safety. Course objectives/outcomes: A basic machinery components course covering a wide range of material that comprise the building blocks for machines used in crop production and food processing. Presentation of key
BAE 4533 Agricultural Waste Management Engineering  
(Sec 001); 3 cr; A-F only; prereq 3023, upper div IT; meets DELM req of classroom  
Instructor: Clanton, Chuck  
Description: Sources and characteristics of agricultural wastes including livestock, food processing, and domestic wastes. Physical, biological, chemical, rheological and microbiological properties. Effects on the environment. Collection, storage, treatment (aerobic and anaerobic) and utilization/disposal. Land application. Course objectives/outcomes: This course is designed for senior level students in engineering to provide fundamentals in agricultural waste management and the concepts involved for design of waste management systems that are environmentally sound.  
Class time: 55% lecture, 15% Discussion, 30% Laboratory  
Work load: 5 pages of reading per week, 50 pages of writing per semester, 3 exams, 8 lab reports  
Grade: 40% final exam, 10% written reports/papers, 30% quizzes, 5% in-class presentations, 10% lab work, 5% problem solving  
Exam format: Short answer and problems.

BAE 4713 Bioprocess Engineering  
(Sec 001); 3 cr; A-F only; prereq [4013 or Concurrent registration is required (or allowed) in 4013], upper div IT; meets DELM req of classroom  
Instructor: Ruan, R. Roger  
Description: Principles of bioprocess engineering including material balance, energy balance, homogeneous reactions, fermentation and reactors, and unit operations such as filtration, centrifugation, separation, absorption, extraction, and chromatography will be covered. Applications of these bioprocess engineering principles in various biological systems, biorefining, and conversion of biomass into energy, biochemicals, and biomaterials will also be discussed.  
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: 30% mid-semester exam(s), 25% final exam, 15% written reports/papers, 30% problem solving  
Exam format: Multiple choice, short problems

BAE 4900 Intern Reports  
(Sec 001); 2 cr; max crs 4; S-N only; prereq IT or COAFES student in BAE, instr consent ; meets DELM req of classroom  
Instructor: Chaplin, Jonathan  
Description: Student exposure to engineering practice through an intern program. Periodic reports on work assignments are reviewed by faculty and coordinated with industry advisors.  
Class time: 100% work related  
Work load: report  
Grade: 100% written reports/papers

BAE 5095 Special Problems  
(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

BAE 5203 Environmental Impacts of Food Production  
(Sec 001); 3 cr; A-F only; 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 this information is accurate as of: 10/27/2005 at 2:13 PM

partially internet based  
Instructor: Goodrich, Philip R  
Description: Topics include crop production intensity, biodiversity, animal raising options, sustainable agriculture, food processing waste alternatives, and pest control. Course objectives/outcomes: This course will appeal to students who want to gain an appreciation of the impact food production pursuits have on the global environment. These students will be from many backgrounds. Many may have limited contact with modern food production and most will have little understanding of the subsistence agriculture which is practiced in many areas of the world. Because the life cycle is modified by living plants, the impact of food production changes climate and the environment of the world. After taking this course, the students will be able to describe the impact of at least five different types of agriculture on the environment of the globe. The student will be able to critically evaluate one case study of food production and prepare alternative options which would minimize the impact of the situation.  
Class time: 5% Discussion, 95% Web-based learning  
Work load: 40 pages of reading per week, 10 papers, (One 1-page paper per week)  
Grade: 90% written reports/papers, 10% class participation  
Course URL: http://www.tc.umn.edu/~goodrich

University of Minnesota – Class Schedule for Twin Cities Campus  
Spring 2006
service or complete a project for a local non-profit, small community business, or service organization. You will have some choice as to what project you would like to select. You will meet a few times with representatives from that organization, but this is not traditional volunteering. Instead you will be completing a project for the organization the way that an outside consulting team might. Some examples of projects might include creating a marketing plan for the organization, designing a website, surveying clientele to provide customer service recommendations, creating a database, writing brochures, fliers, or other literature, developing a plan to recruit volunteers or new employees. Benefits of taking this section include working with non-profits and small businesses, doing real-life projects, creating documents and projects that will actually be used and can be shown to perspective employers, taking part in community activities, working with diverse groups of people, and becoming aware of community issues and concerns.

**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), 15% written reports/papers, 50% special projects, 15% in-class presentations, 10% class participation  

**Exam format:** essay

**BA 3033W Business Communication**  
(Sec 001, 002); 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. This course should help students to: Communicate credibly and deliver both written and spoken messages that are adapted to the specific needs of the audience and situation; Understand differences in message design and audience interpretation of the various forms of business communication; Realize the persuasive strategies most effective in writing and speaking situations; Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; Demonstrate effective nonverbal communication skills; Critically judge information and information sources; Build sound arguments, using data and logic, when delivering a persuasive message; Use technology to increase the effectiveness of communication.  
**Class time:** 20% lecture, 80% Discussion  
**Work load:** 10-20 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers  
**Grade:** 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% lab work

**BA 3033W Business Communication**  
(Sec 020); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive; meets DELM req of classroom  
**Instructor:** Stertz, Tom  
**Description:** This course is a supervised teaching experience for beginning on-the-job and pre-service instructors in Career and Technical Education. The course can be used to satisfy the Minnesota Secondary Career and Technical Teacher licensure requirement. The course is delivered in an individualized mode with the U of M instructor acting as a supervisor and resource person. An on-site career and technical instructor or supervisor will also serve as a mentor. All work agreed upon by the student and the BIE 1396 instructor.

This information is accurate as of: 10/27/2005 at 2:13 PM
BIE 3113 Manufacturing Technology
(Sec 001); 3 cr; prereq Concurrent enrollment 3111; meets DELM req of classroom
Instructor: Stricker, David R
Description: This course focuses on the study of manufacturing concepts, principles, and applications. Topics include: manufacturing processes; machinery technology; design, operation, and management of manufacturing systems/products; automated manufacturing; computer integrated manufacturing; and robotics. Instructional and laboratory experiences will include discussion, demonstration, team project work, and individual assessment. Students will be involved in design, operations, and management of manufacturing systems and products. Emphasis is on application of these concepts to the classroom, through the development of course materials that the student can use in the future.

BIE 3122 Communication and Information Technology
(Sec 001); 3 cr; A-F only; prereq Concurrent enrollment 3121; meets DELM req of classroom
Instructor: Boone, Michael Dennis
Description: This course focuses upon principles and processes related to Communication and Information Technologies. The processing of information through the use of technology will be examined, both in the classroom and laboratory. The basic communication model (source, encoder, transmitter, decoder, and destination) will provide the framework for examining how humans use information and communication systems in making decisions and solving problems. Objectives: Through completion of this course, students will: a. Design communication systems; b. Develop proficiencies with photographic processes; c. Develop proficiencies with computer aided design software; d. Develop proficiencies in computer graphics and digital imaging; e. Develop proficiencies in desktop publishing; f. Design and build a website that can be used to communicate information; g. Develop lesson plans for use within a communications curriculum; h. Develop proficiencies with multimedia presentation systems.

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

CSpH 5102 Art of Healing: Self as Healer
(Sec 002); 1 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom
Instructor: Gorman, Rebecca Ann
Description: The initiation of a healer in ancient cultures was a rigorous process that included a personal journey of inner development and transformation that paralleled the learning of the cognitive and physical healing techniques. This course will introduce the health science student to the concept of the individual transformational journey. The science of psychoneuroimmunology (PNI) and mind-body-spirit approaches will be explored through a variety of methods including lecture, scientific literature review, meditation, imagery, journal writing and social support through group interaction. The students will have an opportunity to explore various aspects of self-knowledge, self-awareness, transpersonal (non-local) experiences and the paradoxical mysteries that will prepare them for their student and personal lives.

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

CSpH 1001 Principles of Holistic Health and Healing
(Sec 001); 2 cr; meets DELM req of classroom
Instructor: Brady, Linda J
Description: This course focuses on how individuals and society can work for a balanced life to achieve optimal health. Topics include: 1. what is health and well being? 2. cultural constructs of health and well being; 3. fundamental principles and proven measures of holistic health that promote health and well being; 4. holistic health theory and how holistic health is incorporated into the health care delivery system; 5. practical application and integration of holistic health into daily 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 journaling assignments each week. Students will also rate their scale of engagement in each class, taking into account their readiness to learn. 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, 20 pages of writing per semester
Grade: 40% class participation, 60% journaling assignments of 1-2 pages
Course URL: http://www.ardilla.umn.edu/cspsh1001

CSpH 5101 Introduction to Complementary Healing Practices
(Sec 001); 3 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom
Instructor: Culliton, Patricia D
Description: This course will introduce students to complementary healing practices including the historical, cultural, and political context of complementary and alternative healing traditions. Philosophies and paradigms of selected therapies will be explained and/or demonstrated. Research difficulties and results will be highlighted. Selected complementary therapies include: Traditional Chinese Medicine, mind/body healing, spiritual and faith practices; energy healing; homeopathy; Feng Shui; Ayurvedic Medicine, structural and manual therapies, herbology and nutritional supplements.
CSpH 5215 Forgiveness and Healing: A Journey Toward Wholeness (Sec 001); 2 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom
Instructor: Umbret, Mark S
Description: This course will examine the impact of forgiveness on the process of inter-personal and intra-personal healing, as well as healing of conflict and trauma at the intergroup level. Forgiveness and healing will be examined in the context of intense interpersonal and intrapersonal conflicts in multiple health care and social work settings, including in families, between physicians and nurses, between patients/clients and nurses/social workers, within communities, among friends, between co-workers, or within ourselves. This course is designed to provide a basic understanding of the central elements of forgiveness and healing in the context of multiple health care and social work settings.

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

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

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

CSpH 5431 Functional Nutrition: An Expanded View of Nutrition, Chronic Disease, and O (Sec 001); 2 cr; prereq [Jr or sr or grad student] in Health Sciences or instr consent; meets DELM req of classroom
Instructor: Denton, Carolyn Ward
Description: This course will present a novel approach to the principles of nutrition as they relate to optimal health and the prevention, control or intervention in a disease process. This is a model of nutrition application that complements and expands beyond normal growth and development, an approach that attempts to reduce chronic disease by looking for underlying factors or triggers of disease. This model of nutrition considers system dysfunction a pre-disease state and looks for ways to apply nutrition and restore function. The purpose of the course is to provide an overview of this novel application of nutrition. The course will emphasize the importance of nutrition as a component of self-care.
Grade: 25% final exam, 40% written reports/papers, 10% in-class presentations, 25% Self assessment and written nutritional intervention

CSpH 5501 Therapeutic Use of Plant Essential Oils (Sec 001); 3 cr; prereq Jr or sr or grad student or instr consent; intended for students in health sciences or practicing health professionals; [basic science, health science knowledge, computer skills, internet skills] recommended; meets DELM req of classroom
Instructor: Larson, Jean Marie
Description: This course will cover the basic theories and approaches of selected Somatic Therapies, including dance, movement and body-based therapies. It will include 1) historic and theoretical perspectives on the use of movement, dance and somatic re-patterning, 2) demonstrations of specific techniques, and 3) application of techniques to specific populations and settings. The experiential part of the course will include individual, partner and group exercises intended to embody and deepen the topics covered in the class.

CSpH 5511 Interdisciplinary Palliative Care: An Experiential Course in a Community Se (Sec 001); 2 cr; meets DELM req of classroom
Instructor: Nordstrom-Loeb, Barbara Ellen
Description: This course will cover the basic theories and approaches of selected Somatic Therapies, including dance, movement and body-based therapies. It will include 1) historic and theoretical perspectives on the use of movement, dance and somatic re-patterning, 2) demonstrations of specific techniques, and 3) application of techniques to specific populations and settings. The experiential part of the course will include individual, partner and group exercises intended to embody and deepen the topics covered in the class.

This information is accurate as of: 10/27/2005 at 2:13 PM
Chemical Engineering
151 Amundson Hall: 612/625-1313

ChEn 4593 Directed study
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq ChEn major upper division, instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Directed study under faculty supervision. Student must meet with faculty supervisor before registering for permission to pursue directed study, arrange study project, grading option, number of credits, and final report requirements.

ChEn 4594 Directed Research
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; A-F only; Instr. Consent; meets DELM req of classroom
Instructor: STAFF
Description: Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to get permission to pursue directed research, arrange research project, number of credits, grading option, and final report requirements.

ChEn 5595 Special Topics
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Specially arranged experimental or one-time lecture course given by visiting or permanent faculty. Typically requires instructor approval to register.

Chemistry
139 Smith Hall: 612/624-6000

Chem 1011 Introductory Chemistry: Lecture and Laboratory
(Sec 001, 009); Credit will not be granted if credit has been received for: CHEM 1015; 4 cr; prereq [high school chemistry or equiv], two yrs high school math, not passed chem placement exam; high school physics recommended; Not intended for students who will later take CHEM 1021; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom
Instructor: STAFF
Description: Chem 1011 is an undergraduate introductory chemistry course. It may meet a chemistry or science requirement or it may serve as a bridge between high school chemistry and Chem 1021. This course provides a broad survey of chemistry, including an introduction to organic chemistry. Additional topics include matter and energy, measurements in chemistry, ionic and molecular compounds, chemical reactions and chemical equilibrium; gases, liquids, solids, and solutions; acids and bases; and nuclear chemistry.

This information is accurate as of: 10/27/2005 at 2:13 PM
analgesics, flavors, natural products, dyes, recyclable polymers, and chemiluminescent compounds. Experiments are presented in a manual written by Wissinger and a laboratory techniques textbook ("Pavia") is required. Results are recorded both in report and worksheet formats. Overall, the objective is to give the students hands-on experience illustrating chemistry they learned in lecture, teach problem-solving skills, and demonstrate the value of organic chemistry in our daily lives.

**Class time:** 10% lecture, 90% Laboratory  
**Work load:** 30-50 pages of reading per week, 120 pages of writing per semester, 5-6 quizzes  
**Grade:** 74% written reports/papers, 9% quizzes, 17% preparation and technique

### 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:** 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, 10-12 pages of writing per semester, 4 exams, 3 papers  
**Grade:** 40% mid-semester exam(s), 20% final exam, 25% written reports/papers, 5% class participation, 10% lab work  
**Exam format:** multiple choice

**CPsy 4308 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  
**Work load:** Please ask the instructor for a draft of the syllabus  
**Grade:** 0% The course will include many ways of evaluating students. Please contact the instructor for the specific grading criteria.  
**Exam format:** Short-response

**CPsy 4313 Disabilities and Development**  
(Sec 001); 4 cr; prereq Psy 1001; meets DELM req of classroom  
**Instructor:** Abery, Brian Hinton  
**Description:** The purpose of this course is to provide students with a broad understanding of disabilities and their impact upon child development, taking into consideration the ecology within which growth and maturation take place. Content areas covered will include: disabilities and the educational system, disability and the family, multicultural issues and disability, mental retardation, learning disabilities, attention deficit disorder, physical and health related disabilities, autism and traumatic brain injury, communication disorders, hearing and visual impairments, and emotional and behavioral challenges. When covering each disability, issues of etiology, identification, assessment, intervention and developmental outcome will be discussed. A number of additional disability-related topics will also be explored over the course of the semester. These include self-advocacy and self-determination, social inclusion, and ethical and legal issues.  
**Class time:** 75% lecture, 25% Discussion  
**Work load:** 30-40 pages of reading per week, 15-20 pages of writing per semester, 3 exams, 2 papers  
**Grade:** 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 20% problem solving  
**Exam format:** Multiple choice and essay

**CPsy 4345 Language Development and Communication**  
(Sec 001); 4 cr; A-F only; prereq 2301; meets DELM req of classroom  
**Instructor:** Sera, Maria D  
**Description:** This course is designed to introduce students to the study of language development. The course is organized into four sections: Speech Perception, Lexical Semantics, Syntax and Morphology, and Language and Cognition.  
**Class time:** 90% lecture, 10% Discussion  
**Work load:** 50 pages of reading per week, 10 pages of writing per semester, 4 exams, 1 paper  
**Grade:** 40% mid-semester exam(s), 40% final exam, 15% written reports/papers, 5% class participation  
**Exam format:** Multiple choice and short answer

**CPsy 4994 Directed Research in Child Psychology**  
(Sec 001-018); 1-4 cr; max crs 8, 8 repeats allowed; prereq 4 cr in CPsy, inst 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, inst 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

This information is accurate as of: 10/27/2005 at 2:13 PM
Chn 1012 Beginning Modern Chinese
(Sec 001, 005, 050); Credit will not be granted if credit has been received for: CHN 4002, CHN 4002; 6 cr; prereq 1011 or equiv or instr consent; meets DELM req of classroom
Instructor: Wang, Ling
Description: This is the second semester of the two-semester sequence in first-year Chinese. This course is designed for those who have completed Chinese 1011. Students with equivalent preparation may also register this course with the written permission of the instructor. In this course, students are introduced to additional modern standard Chinese (Mandarin) grammar, vocabulary, and sentence structures. As with Chinese 1011, the course consists of two lectures and five recitation classes each week. By the end of the semester, students should be able to recognize about 700 characters, write about 500 of them, conduct simple conversations on various daily topics, read texts on general topics, and write a short composition in Chinese. Textbook: Integrated Chinese, Level 1, Part 2 (Cheng & Tsui Company). Class time: 7 class hours/week
Class time: 30% lecture, 70% Discussion
Work load: 6 exams, listening, tape recording, written assignment, character writing
Grade: 10% mid-semester exam(s), 15% final exam, 10% quizzes, 20% lab work, 15% Tests; 5% Homework: Characters; 10% Tapes; 10% Written; 5% Vocabulary Quizzes
Exam format: Listening, speaking, reading, and writing

Chn 1016 Accelerated Intermediate Modern Chinese
(Sec 001): 5 cr; prereq 1012 or 1015; oral/aural skills or speaker of other Chinese dialect recommended; credit will not be granted if credit received for: 3021 or 3022; meets DELM req of classroom
Instructor: Liu, Zhigang
Description: As the second part Accelerated Modern Chinese course series, this course is the continuation of Chinese 1015. It is designed for students who are heritage speakers of Chinese and/or who can understand and speak modern Chinese. The purpose of this course is to help students improve their ability in listening, speaking, reading, and writing Chinese. It particularly aims to help students develop more sophisticated vocabulary and enhance reading and writing ability in Chinese. As an accelerated course, we will cover the whole of second year Chinese within one semester, and the pace of the course will be approximately one lesson every three days. Students should be ready to take the Chinese GPT and/or take third year Chinese after this course.

Chn 3022 Intermediate Modern Chinese
(Sec 001, 005, 050); 5 cr; prereq 3021; meets DELM req of classroom
Instructor: Liu, Zhigang
Description: This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 or the equivalent. Students who have not completed Chinese 3021 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. This course covers chapters 11-20 of the textbook "Integrated Chinese" Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students should be able to understand spoken Chinese, conduct fairly sustained conversations in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes.

Class time: 40% lecture, 60% Discussion
Work load: 2 exams, homework, quizzes, and exams
Grade: 10% mid-semester exam(s), 15% final exam, 25% written reports/papers, 20% quizzes, 5% in-class presentations, 20% lab work, 5% vocabulary quizzes
Exam format: Listening comprehension, oral proficiency check, reading comprehension, grammar, translation
Course URL: http://www.all.umn.edu/chinese_language

Chn 3201 Chinese Calligraphy
(Sec 050); 2 cr; meets DELM req of classroom
Instructor: Zhang, Hong
Description: A beginning course in Chinese Calligraphy. Chinese language background NOT required. Lectures will introduce various Chinese Calligraphy techniques and expose the student to the history of Chinese Calligraphy and its cultural background. Students will also be taught to develop a sense of self-cultivation through the art of Chinese Calligraphy. Practicing in class will give the student hands-on experience of proper using Chinese brush and ink in writing Chinese characters. Students will also have the opportunity to learn the meaning of the characters they write. Will use the calligraphic book written by the instructor.
Class time: 30% lecture, 5% Discussion, 65% 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 3202 Intermediate Chinese Calligraphy
(Sec 050); 2 cr; prereq 3021 or instr consent; meets DELM req of classroom
Instructor: Zhang, Hong
Description: This is the second semester of a two-semester sequence in Chinese Calligraphy. The course is designed for those who have completed the course Chn 3201. Students with Chinese Calligraphy background may also enroll with the permission of the instructor. The knowledge of Chinese language is not required. Students will learn more advanced techniques relating to the structure and composition of Chinese characters. The regular script type of Chinese calligraphic style will be taught. Students are introduced to Chinese culture with varied Chinese classical poems and couplets. Students will also have the opportunity to learn the meaning of the characters they write. By the end of this course, students will be able to appreciate the art of Chinese Calligraphy. The instructor designed all the teaching material for this course.
Class time: 30% lecture, 5% Discussion, 65% class room practice 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 4002 Beginning Modern Chinese
(Sec 001, 005, 050); Credit will not be granted if credit has been received for: CHN 1012, CHN 1012, CHN 1012, CHN 1012, CHN 1012; 3 cr; prereq 4001, [passing score on GPT in another language or grad student]; meets DELM req of classroom
Instructor: Wang, Ling
Description: This is the second semester of the two-semester sequence in first-year Chinese. This course is designed for those who have completed Chinese 4001. Students with equivalent preparation may also register this course with the written permission of the instructor. In this course, students are introduced to additional modern standard Chinese (Mandarin) grammar, vocabulary, and sentence structures. As with Chinese 4001, the course consists of two lectures and five recitation classes each week. By the end of the semester, students should be able to recognize about 700 characters, write about 500 of them, conduct simple conversations on various daily topics, read texts on general topics, and write a short composition in Chinese. Textbook: Integrated Chinese, Level 1, Part 2 (Cheng & Tsui Company). Class time: 7 class hours/week
Class time: 30% lecture, 60% Discussion
Work load: 2 exams, homework, quizzes, and exams
Grade: 10% mid-term exam(s), 15% final exam, 25% written reports/papers, 20% quizzes, 5% in-class presentations, 20% lab work, 5% vocabulary quizzes
Exam format: Listening comprehension, oral proficiency check, reading comprehension, grammar, translation
Course URL: http://www.all.umn.edu/chinese_language
Chn 4004 Intermediate Modern Chinese  
(Sec 001, 005); 3 cr; prereq 4003; [passing score on GPT in another language or grad student]; meets DELM req of classroom  
Instructor: Liu, Zhigang  
Description: This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 4003 or the equivalent. Students who have not completed Chinese 4003 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. This course covers chapters 11-20 of the textbook "Integrated Chinese" Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students should be able to understand spoken Chinese, conduct fairly sustained conversation in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes.  
Class time: 85% lecture, 15% Discussion  
Work load: 5% homework, 5% vocabulary quizzes  
Grade: 10% mid-semester exam(s), 15% final exam, 25% written reports/papers, 20% quizzes, 5% in-class presentations, 20% class participation, 5% vocabulary quizzes  
Exam format: Listening, oral proficiency check, reading comprehension, grammar, translation  
Course URL: http://www.all.umn.edu/chinese_language

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  
Description: This course will expose advanced students of Chinese to various Chinese writings and improve their ability to read Chinese literary work in the original 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: 80% lecture, 20% Discussion, 5% Laboratory, 5% Film  
Work load: 5% homework, 5% oral presentation, 95% final project  
Grade: 10% mid-semester exam(s), 15% final exam, 25% written reports/papers, 20% special projects, 15% quizzes, 10% in-class presentations, 10% class participation, 10% homework  
Exam format: multiple choice, fill in blanks, making sentences, short answers  
Course URL: http://www.all.umn.edu/chinese_language

CE 3301 Soil Mechanics I  
(Sec 001); Credit will not be granted if credit has been received for: GEOE 3301, GEOE 3301; 3 cr; A-F only; prereq IT, AEM 3031; meets DELM req of classroom  
Instructor: Guzina, Bojan B  
Description: The mechanics of soils forms the basis of geotechnical engineering involving the design of civil engineering structures such as foundations, retaining walls, dams and slopes. The course focuses on the fundamentals of soil mechanics and covers the topics such as index properties of soils and their classification, consolidation of saturated soils due to one-dimensional compression, partition of stresses between the soil particles and water, stress distribution in soil deposits due to foundation loads, permeability and seepage. Text: B.M. Das, "Fundamentals of Geotechnical Engineering."  
Class time: 70% lecture, 30% Laboratory  
Work load: 20% of reading per week, 2 exams, 2 quizzes, 8 homework assignments, 7 labs/reports  
Grade: 27% mid-semester exam(s), 30% final exam, 10% quizzes, 21% lab work, 12% problem solving  
Exam format: Multiple choice  
Course URL: http://www.ce.umn.edu/classes/spring02/ce3301

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 DELM req of Environment Theme; meets DELM req of classroom  
Instructor: Arnold, Bill  
Description: This course is an introduction to the field of environmental engineering. It is for undergraduate majors and non-majors. The course covers topics of global climate change, solid and hazardous waste treatment, air pollution, and water and wastewater treatment. A discussion of mass and energy balances and basic chemistry and microbiology is also presented.  
Class time: 75% lecture, 25% Discussion  
Work load: 15 pages of reading per week, 10 pages of writing per semester, 3 exams, 2 papers, 7 Homeworks, 4 mini-quizzes  
Grade: 30% mid-semester exam(s), 15% final exam, 20% written reports/papers, 8% quizzes, 27% problem solving  
Exam format: Short answer and problem solving  
Course URL: http://www.ce.umn.edu/classes/spring02/ce3501

CE 4102W Capstone Design  
(Sec 002); 3 cr; A-F only; prereq Chem 3201, 3202, 3301, 3401, 3402, 3501, 3502; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Stefan, Heinz G  
Description: Teams of 3 - 4 students solve civil engineering problems posed by practicing engineers (mentors). From problem description through formulation of objectives, conceptual solutions, preliminary planning and analysis, design, environmental impact assessment, final plans/specifications, cost analysis, and recommendations. Each team makes three presentations. Draft reports and a final project report are reviewed.  
Class time: 10% Discussion, 90% Team work on an engineering project  
Work load: 10 - 20 pages of reading per week, 60 pages of writing per semester, 3 papers  
Grade: 80% written reports/papers, 20% in-class presentations  
Course URL: http://www.ce.umn.edu/classes/spring02/ce4102w

CE 4180 Independent Study II  
(Sec 001-004); 1-4 cr; max crs 4, 4 repeats allowed; prereq instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: There is no fixed content or format for this course; both depend on a prior arrangement between the student and the faculty member involved. The course is intended for upper division civil engineering students who wish to investigate a topic not covered by any scheduled course.  
Class time: 100% Independent Study  
Work load: varies  
Grade: 100% varies
**CE 4190 Engineering Co-op Assignment**  
(Sec 001); 2-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq Upper div CE, approval of department co-op director; meets DELM req of classroom  
Instructor: Guilliver, John Stephen  
Class time:  

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

---

**CE 4501 Hydrologic Design**  
(Sec 001); 4 cr; A-F only; prereq 3502; meets DELM req of classroom  
Instructor: Foufoula, Efi  
**Description:** The objectives of this course are: (1) to acquire a basic understanding of the hydrologic cycle and the processes involved, (2) to develop the ability to quantitatively compute or estimate the magnitude of hydrologic processes, (3) to acquire a basic understanding of open channel hydraulics, uniform flow, critical depth and gradually varied flow, and (4) to understand how the above information may be used in engineering design of water resources systems. Material covered includes: Precipitation, evaporation, infiltration and runoff; flood routing through rivers and reservoirs; flood frequency analysis and estimation of design events; open channel flow; culvert design; detention basin design; hydraulic structure sizing and estimation of risk of flooding.  
**Class time:** 60% lecture, 15% Discussion, 25% Laboratory  
**Work load:** 20 pages of reading per week, 30+ pages of writing per semester, 2-3 exams, 6-7 homework assignments.  
**Grade:** 45% mid-semester exam(s), 25% final exam, 30% special projects, 0% 45% midterm exams (2 exams). 30% special projects (homework assignments).  
**Exam format:** Essay.  

---

**CE 4561 Solid Hazardous Wastes**  
(Sec 001); 3 cr; prereq IT or grad, Chem 1022, 3501 or instr consent; meets DELM req of classroom  
Instructor: Novak, Paige J  
**Description:** The target audiences for this course are upper-level undergraduate and graduate students in technical majors. The course covers the characterization of solids hazards wastes, regulations, waste minimization and resource recovery, chemical, physical, biological, and thermal waste treatment, and disposal practices. The course will include several field trips to waste treatment and disposal facilities.  
**Class time:** 70% lecture, 10% Discussion, 20% Group problems and field trips.  
**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers, 4-6 homework assignments.  
**Grade:** 40% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% problem solving  
**Exam format:** Problem and short answer/discussion.  

---

**Classical and Near Eastern Studies**  
300 Folwell Hall: 612/625-7565  

---

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

---

**CICv 3994 Directed Research in Classical Civilization**  
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom  
Instructor: STAFF  

---

**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  

---

**CINES 1042H Honors Course: Greek and Roman Mythology**  
(Sec 001); Credit will not be granted if credit has been received for: CLAS 1042, CINES 1042H; 4 cr; prereq Honors or instr consent; meets CLE req of Other Humanities Core; meets DELM req of classroom; meets HON req of Honors  
Instructor: 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  

---

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

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

CNES 3073 Roman Religion and Early Christianity
(Sec 001); 3 cr; prerequisite credit will not be granted if credit received for: CLASS 3073; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Sellew, Philip H
Description: In this course we study the religions of ancient Rome, beginning with Etruscan forebears and ending with the triumph of Christianity. The public and private aspects of traditional Roman worship are examined using literary, artistic, and archaeological evidence. We discuss how Roman religion and political life intersected, and how the Romans responded to the arrival of "new" religious movements and cults. The second half of the course is devoted to the rise and development of these initially "foreign" cults within the Roman Empire. Our main example is Christianity: its origins within Judaism, its theological controversies, selection of a scriptural canon, encounter with Gnosticism. We also study the traditional Celtic religion of the Druids and how that system interacted first with the Roman conquerors and then with the Christian missionaries. Other movements given some attention include Mithraism, Manichaeanism, and Rabbinc Judaism, but the main focus of the class will end up being a systemic treatment of Christianity in the Roman imperial world.
Class time: 90% lecture, 10% Discussion
Work load: 75 pages of reading per week, 8 pages of writing per semester, 3 exams, 3 papers
Grade: 25% mid-semester exam(s), 25% final exam, 50% written reports/papers
Exam format: multiple choice, brief essays

CNES 3950 Aspects of Classical Culture
(Sec 002); 1-3 cr; max crs 12, 4 repeats allowed; meets DELM req of classroom
Instructor: Cooper, Frederick A!!CLA Distinguished Tchg Awd; Morse Alumni Award!!
Description: "Athens is the original home of Western Culture," Colin Renfrew, the distinguished Cambridge professor of archaeology. Whatever the truth of this claim, the archaeological and art historical remains of Athens, along with an extensive body of literature provide material for the study and enjoyment of the legacy of ancient Greece. The age of Perikles, the 5th and 4th centuries BCE are the best known and most studied but the city and its countryside have produced magnificent material culture from prehistoric to Byzantine to pre-modern times, as expressed in 79 BCE by Cicero, "There is no end to it in this city -- wherever we walk, we set foot upon some history." This course takes a topographic and diachronic approach, a study of the culture of Athens across the landscape and the evolution and development of artistic ideas through time.
Class time: 20% lecture, 50% Discussion, 30% class presentations
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 papers
Grade: 50% written reports/papers, 30% in-class presentations, 20% class participation

This information is accurate as of: 10/27/2005 at 2:13 PM
Comm 1101 Introduction to Public Speaking
(Sec 001-021); 3 cr; credit will not be granted if credit has been received for: RHET 1223, RHET 1223, RHET 1223, GC 1461, GC 1461, SPCH 1101H, COMM 1101H; 3 cr; meets DELM req of classroom
Instructor: STAFF
Description: Instruction in basic oral communication skills, including structure, evidence, clarity of purpose, style and delivery. Students are expected to do research as well as speak before peers with reduced anxiety. Practical speaking emphasizes audience adaptation and includes developing analytical skills to evaluate oral discourse. Teaching methods include discussion, lecture, self-evaluations, and evaluations of peers and others. Required of Speech-Communication majors but aimed at undergraduates, especially lower-division students, who are interested in improving their personal communication skills.
Class time: 25% lecture, 25% Discussion, 50% Laboratory
Work load: 10-15 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 3 papers
Grade: 10% mid-semester exam(s), 10% final exam, 10% written reports/papers, 10% quizzes, 50% in-class presentations, 10% class participation.
Exam format: combination

Comm 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.
Class time: 25% lecture, 25% Discussion, 50% Laboratory
Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 4 exams, 2 papers, Television production
Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 10% class participation, 40% Television production
Exam format: Short answer, multiple choice, True/False

Comm 3110 Topics in Speech-Communication
(Sec 001); 3 cr; max crs 15, 5 repeats allowed; prereq [3211 or 3401 or 3601] [whichever is relevant to topic]; meets DELM req of classroom
Instructor: Rose, Jeremy H
Description: Parliamentary Debate - This course is affiliated with the University of Minnesota Parliamentary Debate Society (UMPDS). Signing up for the course means joining the team. Students on the team will learn how to engage in parliamentary debate, which entails learning how to create and attack arguments in a competitive setting, and learning argumentation theory through practice. Course requirements include writing case briefs, participating in debate tournaments both on and off campus, and team teaching on debate-related topics.
Class time: 25% lecture, 25% Discussion, 50% Laboratory
Work load: 30 pages of reading per week, 15 pages of writing per semester, 3 papers, Debating on a regular basis
Grade: 30% written reports/papers, 35% class participation, 0% Participation is a combination of attendance, and participating in competitive debates
Course URL: http://www.umpds.org

Comm 3190H Honors Course: Research Seminar in Communication
(Sec 001); 3 cr; max crs 6; A-F only; prereq Honors candidate
Instructor: STAFF
Description: This is not an ordinary course and the Guide's format does not fit it. It is a seminar intended for honors students majoring in speech communication who are or will be writing honors theses. The emphasis in the seminar will be research and writing as the plans of the participants point us. The logic of the offering is that individuals working in their research and writing will help one another in discussing their work. Students taking the seminar will be expected to have plans as far as this time permits. The spring semester is intended for students who have completed the course in fall. Questions? Contact Robert L. Scott, 435 Folwell Hall. 612-624-6832. Scott033@tc.umn.edu

Comm 3201 Introduction to Electronic Media Production
(Sec 001-004); 4 cr; A-F only; prereq 1101 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: The goal of this course is to enhance understanding of television as a communicative medium, a medium which is unique in the potential for impact in the communication of ideas. In this class you will be expected to: 1) Learn the fundamental techniques of in-studio Live-On-Tape video production; 2) Learn to write and produce as part of a video production team; 3) Learn the communicative aspects of visual and aural aesthetics; 4) Learn to write competent critical analyses of visual media. This is NOT a vocational or technical training course. The focus of the course is on effective communication of a message using television as the medium. The projects for which you will be responsible are designed to help you develop a critical attitude toward both producing and consuming visual media messages.
Class time: 25% lecture, 25% Discussion, 50% In-studio television production
Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 4 exams, 2 papers, Television production
Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 10% class participation, 40% Television production
Exam format: Short answer, multiple choice, True/False

Comm 3204 Advanced Electronic Media Production
(Sec 001); 3 cr; A-F only; prereq 3201 or instr consent; meets DELM req of classroom
Instructor: STAFF
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 five major projects, centering around producing a television show called "VideoK," a series organized around promoting RadioK and the University. Students will apply the knowledge they acquired in Comm 3201, and learning further techniques and technologies. The text for the course is Zettl's "TV Production Handbook." This course requires extensive out-of-class work.
Class time: 33% lecture, 33% Discussion, 34% Laboratory
Work load: 30 pages of reading per week, 15 pages of writing per semester, 3 papers
Grade: 10% written reports/papers, 60% special projects, 5% class participation, 25% lab work

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
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
Course URL: http://www.comm.umn.edu/~akoemer/courses/3402/

Comm 3422M Interviewing and Communication
(Sec 001, 002); 3 cr; A-F only; prerequisite 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 3422W Interviewing and Communication
(Sec 001); 3 cr; A-F only; prerequisite 1101 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course covers techniques and theory relevant to planning, conducting, and evaluating various types of information interviews. In the course we deal with theory, concepts and skills of interviewing, focusing on the communication process. The course includes both examination of theory and research on the interview as a communication event, and has significant actual skills practice in which students role play interviews in class and conduct short interviews outside of class. The course normally includes one exam or quiz, 3 to 5 short papers evaluating your interview communication skills, and considerable class discussion of student interviews and taped interview examples. Be prepared to work to develop interview skills in class, and to spend time outside of class doing short interviews. The course is valuable for those using interview process in business, education, government and research settings.
Class time: 25% lecture, 10% Closed Circuit TV, 15% Discussion, 35% Laboratory, 15% outside of class assignments
Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 2 exams, 3-5 papers, 5 in-class role plays
Grade: 40% mid-semester exam(s), 40% written reports/papers, 10% class participation, 10% lab work
Exam format: Multiple choice, true/false, short answer

Comm 3431 Persuasion Theories
(Sec 001); 3 cr; prerequisite Sophia recommended; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: STAFF
Description: This course is designed to familiarize you with the complex and dynamic phenomenon of persuasion as a form of human communication. There are three basic objectives for the course: 1) To be able to understand the concept of persuasion from a theoretical perspective, and be familiar with the research findings on the persuasion process. 2) To demonstrate understanding of the process of persuasion in a variety of communication contexts, through oral and written exercises. 3) To be a critical consumer of persuasive messages.
Class time: 80% lecture, 20% Discussion
Work load: 25 pages of reading per week, 30 pages of writing per semester, 4 exams, 4 papers, Group advertising campaign project
Grade: 12% mid-semester exam(s), 12% final exam, 25% written reports/papers, 12% special projects, 25% quizzes, 12% class participation
Exam format: Mixture of multiple choice and short answer/definition questions

Comm 3451W Intercultural Communication: Theory and Practice
(Sec 001); 3 cr; prerequisite Planning an intercultural experience; meets CLE req of International Perspectives Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Izumi, Mariko
Description: Both theory and practice are meaningful in relation to one another. This course engages in actual discourses and cultural issues by learning basic concepts and principles of intercultural communication. By paying special attention to language, history and institutions, this course examines the ambiguous and elusive appearance of "culture" in communicative phenomena and how "culture" is produced, consumed and circulated.
Class time: 70% lecture, 30% Discussion
Work load: 2 exams, 4 papers

Comm 3452W Communication and the Intercultural Reentry
(Sec 001); 3 cr; prerequisite 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 traveler 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; prerequisite 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

This information is accurate as of: 10/27/2005 at 2:13 PM
Comm 3615 Argumentation
(Sec 001); 3 cr; prerequisite: English 1101; 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; prerequisite: Communications 1101; 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 J.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 3631 Freedom of Speech
(Sec 001); 3 cr; meets English 1101 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 credits 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 5402 Advanced Interpersonal Communication
(Sec 001); 3 cr; prerequisite: Communications 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 to review of important established theories of interpersonal communication as well as of theories that define recent developments in the field. To accomplish these goals, we will investigate the philosophical bases of social science, look how current theories of communication measure up to these standards, and finally look at theories such as sociobiology that define future development of interpersonal theories. Thus, this course is weighted more heavily toward the theoretical than toward the applied; it focuses more on in-depth investigations of a few theories rather than a broad survey of the field, and finally the process of inquiry is more important than making definite statements about the discipline. Target audience: Undergraduate 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 paper
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/~koerner/courses/5402/index.htm

Comm 5406 Communication and Gender
(Sec 001): Credit will not be granted if credit has been received for: WOST 5300, WOST 5300; 3 cr; prerequisite: women's studies course, instructor consent; meets DELM req of classroom
Instructor: Sheldon, Amy
Description: Study of how and whether gender is constructed in and through actual everyday conversational interactions. How subordinate, dominant or egalitarian gender positions and social relationships can be reflected in and produced by patterns of actual language use. Critical examination of gender as dualism and stereotype. Sample topics: silence, talk control, LGBT language, children's language, feminist issues in language, social construction of gender, the gender order, gender in linguistic performance, sexist language, prescriptivism, guidelines for nonsexist language use, and resistance to subordination and domination through language. Emphasis on developing skills in critical and analytical thinking and reading, and in clear writing. Course intended to raise awareness of the power of language, the reach of gender into our daily use of language, the influence of gender prescriptions on language use, the possibilities for linguistic reform, and language issues being explored by researchers. Students will observe their own speech and speech events they participate in. Focus on English; comparisons across languages where possible. For graduate students and advanced undergrads. Senior paper is possible if writing is at course level. Undergraduate required prerequisite: one course in Women's Studies. Graduate and undergraduate students graded separately. This course can be used by Women's Studies majors to satisfy the Women's Studies Advanced Theory Requirement.

Class time: 35% lecture, 65% Discussion
Work load: 25-40 pages of reading per week, 25-35 pages of writing per semester, 4 papers
Grade: 80% written reports/papers, 20% class participation
Exam format: no exams

Comm 5411 Small Group Communication Research
(Sec 001); 3 cr; A-F only; prerequisite: Communications 3411 or instructor consent; meets DELM req of classroom
Instructor: Hewes, Dean E
Description: Human beings are inherently social animals who must, to some extent, interact in groups in order to be satisfied with life. Moreover, in democratic societies, most important decision-making is done in groups. How and how well people communicate in groups must, therefore, have some bearing on the quality of the group experience. In this class we will explore social interaction in groups, with special attention to task-oriented groups. Our approach will be...
CL 5555 Introduction to Semiotics  
(Sec 001); 3 cr; meets DELM req of classroom  
Instructor: Mowitt, John W  
Description: In what sense does a word stand for a thought? In what sense does a politician stand in for his or her constituency? How do we know what a weather vane is telling us? In what sense does a photograph and a story stand for what they refer to differently? In what sense are someone's clothes "trying to say something"? What does "stand for" stand for? How might different answers to such questions change the way we think about language, the world, ourselves and others? These questions and the practices they relate to are among the many concerns of semiotics, the general science of signs (as it was once famously put). In this course we will not try to answer such questions directly, but we will study intensely several key formulations concerning what is at stake—linguistically, philosophically, politically in such questions. More specifically, we will turn our attention to a number of figures who over the course of roughly a century (beginning in the 1860s) have come to have a deep impact on how one thinks about the presence and function of signs in western culture. Too often the writings of Peirce, Barthes, Kristeva et al, are assimilated "second hand" and rarely are their distinctive contributions to semiotics given the importance they merit. This course will create the context wherein such shortcomings can be avoided, while at the same time clarifying how semiotics challenges the way text and context get opposed in so much contemporary scholarship in the humanities.

Class time: 80% lecture, 20% Discussion  
Work load: 50-75 pages of reading per week, 20-25 pages of writing per semester, 3 papers  
Grade: 100% written reports/papers

CL 5992 Directed Reading in Comparative Literature  
(Sec 001); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Directed readings - arranged  
Exam format: no exams - 2 papers

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

CSDS 5910 Topics in Comparative Studies in Discourse and Society  
(Sec 002); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom  
Instructor: Leppert, Richard  
Description: Radical Music, Aesthetics, & the Dialectics of Modernity  
This course will consider a discrete body of Western avant-garde art music composed between 1900 and 1985. Though organized chronologically, the course is not intended as a survey, but as a series of case studies of single compositions that exemplify some of the most significant musical gestures of engagement- and sometimes open confrontation-with the defining cultural conventions and social realities of 20th-century modernity, in both Europe and North America. Music by Mahler, Schoenberg, Stravinsky, Bartok, Ives, Strauss, Varese, Berg, Eisler, Weill, Webern, Blütstein, Cowell, Poulenc, Schaeffer, Nono, Dallapiccola, Berio, Ligeti, Cage, Stockhausen, Rochberg, Harrison, Glass, and Laurie Anderson. The course incorporates substantial listening requirements, primary- and secondary-source readings related to specific compositions, and relevant critical and cultural theory, including in particular key texts on modern music by T. W. Adorno, perhaps the single most trenchant philosophical advocate-and critic-of new music in the last century. The course is open
CSci 1001 Overview of Computer Science
(Sec 001); 4 cr; prereq None; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom
Instructor: Konstan, Joseph Andrew
Description: A broad introduction to the great ideas of Computer Science designed to help you understand the foundations and limits of today's computing and information technology, to help you reason about possible future applications and technological advances, and to help you be informed contributors to the public dialog on policy issues related to technology. This is not an introductory programming or "computing skills" class, rather it is an overview of many areas of computer science including: algorithms for automating the solutions to problems; abstraction in design and problem solving; the fundamental concepts of computer databases, networks, and expert systems; foundations of human-computer interaction; and the core concepts behind the Internet, web, desktop software, and personal computers. Class discussions (Mondays, usually) will provide an opportunity for interactive discussion and debate of current Computer Science-related social, economic, and technical issues facing society. Lab sections (once per week) will provide a more in-depth opportunity to explore specific course content. Sessions are held in a classroom laboratory where exercises can be completed by pairs of students working on computers. Reading assignments, both from a textbook and from online sources, are designed to prepare you for course material and inform discussions. Problem sets and other written assignments are designed to help you more thoroughly explore Computer Science concepts and their implications.
Class time: 60% lecture, 30% Discussion, 20% Laboratory
Work load: 100 pages of reading per week, 25-30 pages of writing per semester, 3 papers, substantial listening assignments
Grade: 70% written reports/papers, 20% in-class presentations, 10% class participation

CSci 1001 Overview of Computer Science
4-192 EE/CSci Building: 612/625-4002

CSci 1192 Structure of Computer Programming II
(Sec 001, 010); 4 cr; prereq 1901 or instr consent; meets DELM req of classroom
Instructor: Dovolis, Chris John
Description: CSci 1902 is an object oriented programming course that builds on the fundamentals of design, abstraction and algorithm development presented in the prerequisite course CSci 1901. Students will use their knowledge of data abstraction, objects, iterative and
recursive algorithm design, and problem solving as they are introduced to object oriented programming with Java. Classic data structures and algorithms will provide the context for practical application of object design and implementation. Included are basic Java syntax, structure, control constructs, classes, and programming techniques. Data structures covered include queues, stacks, trees, and related fundamental algorithms. Upon completing this course students should be able to write moderately complex object oriented Java programs that make appropriate use of the data structures and algorithms presented. The programming project component of this course is substantial and includes a simulation project. CSci 1902 is a required course for CSci majors, and is a prerequisite for many of the higher level CSci courses.

Class time: 70% lecture, 30% Discussion
Work load: 30 pages of reading per week, 3 exams, 6 lab assignments and programs
Grade: 30% mid-semester exam(s), 30% final exam, 40% lab work
Exam format: Programming, short answer, and some writing
Course URL: http://www.itlabs.umn.edu/classes/Spring-2003/csci1902/
translate programs written in high level languages to machine code. It introduces the general organization of a compiler including a lexical scanner, a syntax parser, a symbol table, an internal representation of the program and a code generator. The course explains the relationship between designing the grammar for a programming language and implementing it in a compiler. It also overviews run-time organization, error handling, semantic analysis and code generation.

There are a few significant programming assignments that allow students to learn how to build a simple compiler. The programming assignments expose students to critical software development techniques such as design, implementation, test and debugging. The classic "Dragon book" (Alfred V Aho, Ravi Sethi, and Jeffery D Ullman, "Compilers: Principles, Techniques, and Tools", Addison-Wesley, 1986) is the main text. This course is designed for both undergraduate (senior) and graduate students.

Class time: 80% lecture, 10% Discussion, 10% Laboratory
Work load: 40 pages of reading per week, 2 exams, 6 hours of programming laboratory per week
Grade: 25% mid-term exam(s), 25% final exam, 50% lab work
Exam format: multiple choice and essay
Course URL: http://www.itlabs.umn.edu/classes/Spring-2001/CSci5161

CSci 5471 Modern Cryptography
(Sec 001); 3 cr; prereq [2011, 4041, [familiarity with number theory or finite fields]] or instr consent; meets DELM req of classroom
Instructor: Kim, Yongdae
Description: Overview (3.0 cr; prereq [2011, 4041, [familiarity with number theory or finite fields]] or permission from Instructor)
Introduction to cryptography. Theoretical foundations, practical applications. Threats, attacks, and countermeasures, including cryptosystems and cryptographic protocols. Secure systems/networks. History of cryptography, encryption (conventional, public key), digital signatures, hash functions, message authentication codes, identification, authentication, applications. Goal The goal is to make students familiar with the foundations of computer and network security. More precisely, To learn mathematical background for cryptographic techniques To learn basic cryptographic techniques used in computer and network security To learn how secure these techniques are To learn how to use these techniques securely To learn how to apply these techniques to computer systems and Internet.

Among these goals, the last two are the primary goal.

Class time: 90% lecture, 10% Discussion
Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams
Grade: 20% mid-term exam(s), 30% final exam, 30% special projects, 4% class participation, 16% problem solving
Exam format: Problem solving and brief essay (5 lines maximum)
Course URL: http://www-users.itlabs.umn.edu/classes/Spring-2003/csci8980-005/ (Send e-mail to kyd (at) cs.umn.edu to see it)

CSci 5561 Computer Vision
(Sec 001); 3 cr; prereq 5511 or instr consent; meets DELM req of classroom
Instructor: Papanikolopoulos, Nikolaos P
Description: The course objective is to introduce the students to the "Computer Vision" area. In particular, the course will start from simple problems in perspective transformations, edge detection, image filtering, image segmentation, and feature tracking. Later in the semester, more complex problems in shape recovery, stereo, active vision, and autonomous navigation will be discussed.

Class time: 60% lecture, 40% Discussion
Work load: 20 pages of reading per week, 40 pages of writing per semester, 1 exams, 1 papers
Grade: 20% final exam, 30% written reports/papers, 20% problem solving, 30% Programming assignments
Exam format: Take-home exam
Course URL: http://www.cs.umn.edu/classes/Spring-2002/csci5561

Construction Management

This information is accurate as of: 10/27/2005 at 2:13 PM
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; Arthur Motley Exemplary Tch Aw!!
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 music, food, music, and decorative arts? And where did we get our political, religious and philosophical beliefs, our sense of what's logical, natural, and believable? Cultural Studies assumes that the world around us (our culture) means, and that its meanings are central in creating us--individually and collectively. And it assumes culture can be "read." CSCL 1001 explores cultural reading, examining the "texts" around us: music videos, television and film, some paintings and photographs, magazine ads, poetry, a graphic novel, science and science journalism, 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 themes. 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, and essays. 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. 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, and Charles Baudelaire.

Class time: 100% lecture
Work load: 50 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers
Grade: 20% final exam, 40% written reports/papers
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'
CSCL 1921 Introduction to Film Study
Description: Our basic questions are: How do films make meaning? How do they work, and ways we can watch, read, and enjoy them with a critical eye. How do our histories - personal and cultural - determine how we read it? CSCL 1921 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'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 1501W Reading Literature: Theory and Practice
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 1501W 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 1401W Reading Literature: Theory and Practice
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 3177 On Television
Description: Television is a pervasive and hybrid cultural form, marking a convergence of technologies, institutions, audiences, and ideas. It has reorganized domestic and public space; challenged traditional concepts of "high" culture and "low" culture; nurtured ideas of global villages and simultaneity; ushered spectacle, advertising and standardized programs into our living rooms and supplied resonant metaphors for understanding the experience of contemporary life: boob tube, sound bite, talking head, tune-in/drop out, instant replay, prime time and pet-cam. In short, television has played a crucial role in transforming perception, inviting us to rethink fundamental concepts such as time, space, text, image, sound, and aesthetics. This course begins with the assumption that television is a complex phenomenon with neither a unitary significance nor a simple effect. We will explore key debates in the history, theory and criticism of television, concentrating on developing skills to facilitate critical and creative "readings" of television's past and present forms. This will include consideration of how television has borrowed from and influenced other media forms - especially film, music, and digital media.

Class time: 25% lecture, 50% Discussion, 25%
Work load: 50 pages of reading per week, 20 pages of writing per semester
Grade: 25% mid-semester exam(s), 50% written reports/papers, 25% class participation
Exam format: Essay

CSCL 3173W The Rhetoric of Everyday Life
Description: "The rhetoric of everyday life" examines how the sights, sounds, built environments, and various texts that surround us build our identities, our ways of making knowledge, and our views of the world. We'll read core works in rhetorical and cultural theory, as well as literary, musical, video and cinema texts. We'll gather materials from both high culture and everyday life to analyze and interpret. We'll engage history through archival case studies. It's an active-learning course that sets out to make sense of our lived experience and the history that surrounds it.

Class time: 25% lecture, 50% Discussion, 25%
Work load: 50 pages of reading per week, 20 pages of writing per semester
Grade: 25% mid-semester exam(s), 50% written reports/papers, 25% class participation
Exam format: Essay

CSCL 3321W Theories of Culture
Description: This course will attempt to lay out the conceptual framework for understanding and analyzing "culture" in the contemporary moment. We will examine some of the terms, issues, and approaches that have informed modern cultural analysis and from there we will try to build a shared set of theoretical understandings about what is at stake in the analysis of culture. Although no prior knowledge of any theory will be assumed, students will be expected to take the readings seriously and make every effort to grasp difficult ideas that they may encounter for the first time in the course. We will begin by trying to establish that debates over "culture" underpin and reinforce linguistic, social, and political conflicts, and move to considering issues of representation, ideology, value, and history.

Class time: 70% lecture, 30% Discussion
Work load: 50 pages of reading per week

This information is accurate as of: 10/27/2005 at 2:13 PM
CSCL 3458W The Body and the Politics of Representation (Sec 001, 002); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course examines the social construction of the body, primarily in the West over the past two centuries. We ask: How is the human body made to mean in culture? What technologies of representation—painting, photography, graphic art, film, video, literature, music, etc.—are engaged in the production of that meaning? And: In what ways does the body then become a site of struggle for power and control? We’ll consider how the sexed, gendered, racialized, socially classed body is dressed and undressed; how it is manipulated, colonized, fetishized, surveilled, policed, punished, and otherwise appropriated to ideological purpose; and how it becomes a site of desire, rebellion, conformity, etc. Readings range widely and typically include religious, philosophical, and literary texts, as well as critical theory.

Class time: 75% lecture, 25% Discussion

Work load: 100 pages of reading per week, 20 pages of writing per semester, 1 exams, 4 papers. These values are approximate and may vary.

Grade: 70% written reports/papers, 30% class participation, 0% These values are approximate and may vary.

Exam format: Essay

CSCL 3458W The Body and the Politics of Representation (Sec 001, 002); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: The impact of psychoanalytic discourses on literary studies as well as the opposite effect - the impact of literary theory on psychoanalysis. CSCL 3413 introduces psychoanalytic study of literature and other texts through the revisions of Freud. It also clarifies the methods of Comparative Literature: critical reading, analysis, and writing in response to what are sometimes thought of as ‘difficult’ texts. The general aim is to make these critical tools available for reading culture, especially literature and film.

Class time: 60% lecture, 40% Discussion

Work load: 20-40 pages of reading per week, 20-30 pages of writing per semester, journals, response and position papers

CSCL 3461 Monsters, Robots, Cyborgs (Sec 001, 002); 3 cr; meets CLE req of Literature Core; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: STAFF

Description: Monsters, Robots and Cyborgs will be a theoretical and historical investigation of these three figures of radical difference. The monster not only gives birth to robot and cyborg, it embodies the historical investigation of these three figures of radical difference. The goals of the course is to characterize its technologized mutations. The impact of psychoanalytic discourses on literary studies as well as the opposite effect - the impact of literary theory on psychoanalysis. CSCL 3413 introduces psychoanalytic study of literature and other texts through the revisions of Freud. It also clarifies the methods of Comparative Literature: critical reading, analysis, and writing in response to what are sometimes thought of as ‘difficult’ texts. The general aim is to make these critical tools available for reading culture, especially literature and film.

Class time: 60% lecture, 40% Discussion

Work load: 20-40 pages of reading per week, 20-30 pages of writing per semester, journals, response and position papers

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: Gay marriage, queer heroes from 9/11, Gay bishops, Will and Grace, Ikea and Miller Lite commercials, metronsexuals, and the Fab Five: Why are the gendered body, sexual desire, eroticism?and the labels and identities attached to them?so heavily invested with significance in American culture? Specifically why, despite legal and social gains and popular entertainments, are gay/queer men and homosexuality still capable of generating violent emotion and bodily assault (gay-bashing) and mobilizing elaborate means of censorship and containment? Whose interests are served by the maintenance of homophobia and the queer closet, and is there an alternative to the great In/Out divide? Crucially: What cultural forces?discursive, psycho-social, economic?drive historical change? The course examines these and related questions in their historical context, from late colonial times to the present, and from a variety of perspectives, including philosophy, psychology and medicine, religion and law, literature, visual art, music, and film. The course creates a space where the much-contested realities of homosexuality and queer subcultures can be 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

Work load: 80 pages of reading per week

CSCL 3557 Close Reading

Instructor: Pepper, Thomas Adam

Description: The aim of this course is to make students attentive to the fine structures and codes of pieces of (mostly written) language. While we are confronted with a plethora of information in the world, this does not at all mean that we are prepared for organizing, analyzing, criticizing, and understanding the language in which this information comes to us. It is critical that we become more attuned to the language which encroaches upon us every day, as well as the language we ourselves produce. This implies not mean speeding up, but slowing down. Knowing implies doing. This is not a lecture course. Throughout the semester, students are presented with a series of literary, critical, philosophical, and political works. These have included and will continue to include texts at the base of our cultural self-understanding, such as the Bible (Old and New Testaments), Plato, Descartes, Shakespeare, and fiction in English, as well as the Koran, love poetry in the Troubadour tradition, twentieth-century Brazilian literature and song lyrics, as well as examples of so-called everyday language and its use in slang, journalism, jokes, and advertisements. Selections vary from semester to semester.

Class time: 75% lecture, 25% Discussion

Work load: 100 pages of reading per week, 20 pages of writing per semester, 1 exams, 4 papers. These values are approximate and may vary.

CSCL 3910 Topics in Cultural Studies and Comparative Literature: Before the Law (Sec 002); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom

Instructor: Peck, Jason Michael

Description: Someone must have been telling lies about modern Jewish writers, for without having done anything wrong they have been charged with the most varied offenses. Traditional Jewish law, which had always kept them somewhat protected from the influence of secular law, often fails to appear for these modern Jewish intellectuals--although many of them wait a lifetime for its return. Thankfully, rather than resigning in despair, these writers theorize, argue and debate the
continued existence of the Law's validity, all the while being accused in the &quot;real&quot; courts of the world. In this course we will read the debates surrounding the concept of &quot;the law&quot; in Jewish philosophy and literature starting in the 17th century and moving through the 20th century. We will look at various representations of religious and secular law within acculturated Jewish society. Although many of the texts we will read come from Western Europe, we will also be dealing with American and Eastern European writers who attempt to hybridize the secular law of the dominant societies in which they live with a religious law that still haunts their identities as Jewish writers and thinkers. In this course we will read Franz Kafka, Walter Benjamin, Sigmund Freud, Scholem Aleichem, I.B. Singer, Bernard Malamud and Philip Roth among others.

**Class time:** 25% lecture, 75% Discussion  
**Work load:** 50-150 pages of reading per week, 12 pages of writing per semester, 1 exams, 4 papers  
**Grade:** 40% written reports/papers, 10% in-class presentations, 25% class participation  
**Exam format:** essay

**CSCL 3979 Issues in Cultural Pluralism**  
*(Sec 001-003)*; 3 cr; meets CLE req of Citizenship/Publ Ethics  
**Description:** What is multiculturalism? Is it elements of a society, an ideological concept, or an overused label? 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 5154W Theoretical Constructions of Space**  
*(Sec 001)*; 3 cr; meets CLE req of Writing Intensive; 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 5910 Topics 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:** Mowitt, John W  
**Description:** In what sense does a word stand for a thought? In what sense does a politician stand in for his or her constituency? How do we know what a weather vane is telling us? In what sense do a photograph and a story stand for what they refer to differently? In what sense is someone's clothes "trying to say something"? What does "stand for" stand for? How might different answers to such questions change the way we think about language, the world, ourselves and others? These questions and the practices they relate to are among the many concerns of semiotics, the general science of signs (as it was once famously put). In this course we will not try to answer such questions directly, but we will study intently several key formulations concerning what is at stake—linguistically, philosophically, politically in such questions. More specifically, we will turn our attention to a number of figures who over the course of roughly a century (beginning in the 1860s) have come to have a deep impact on how one thinks about the presence and function of signs in western culture. Too often the writings of Peirce, Barthes, Kristeva et al, are assimilated "second hand" and rarely are their distinctive contributions to semiotics given the importance they merit. This course will create the context wherein such shortcomings can be avoided, while at the same time clarifying how semiotics challenges the way text and context get opposed in so much contemporary scholarship in the humanities.  
**Class time:** 80% lecture, 20% Discussion  
**Work load:** 50-75 pages of reading per week, 20-25 pages of writing per semester, 3 papers  
**Grade:** 100% written reports/papers

**CSCL 5555 Introduction to Semiotics**  
*(Sec 001)*; 3 cr; meets DELM req of classroom  
**Instructor:** Mowitt, John W  
**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 5910 Topics in Cultural Studies and Comparative Literature:**  
**American Architecture, 1840-1914**  
*(Sec 003)*; 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom  
**Instructor:** Archer, W John!!Arthur Motley Exemplary Tch Aw!!  
**Description:** As the title suggests, this course covers American architecture in the period from 1840 to the First World War. A variety of perspectives and methodologies are introduced and employed (biographical and stylistic analysis, gender studies, etc.), while the course remains centered on the premise that architecture is a social instrument, articulating political structures, economic relations, and ideologies. The course approaches American architecture by examining the entire built environment rather than just facades. In this course, students are expected to bring to class a variety of sources in order to understand the historical and ideological implications of the built environment. The course focuses on the work of architects active in the United States during the period, and explores the ways in which they have shaped American society and culture.  
**Class time:** 80% lecture, 20% Discussion  
**Work load:** 50-75 pages of reading per week, 20-25 pages of writing per semester, 3 papers  
**Grade:** 100% written reports/papers

This information is accurate as of: 10/27/2005 at 2:13 PM
CSCL 5910 Topics in Cultural Studies and Comparative Literature: Documentaty Cinema (Sec 001); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom
Instructor: Kotz, Elizabeth W
Description: This is a seminar-style course for advanced undergraduates and graduate students. It will look critically at the politics of documentary cinema from the 1920s through the present, with special attention to the the relation of documentary film to histories of western colonialism, and to questions of experimental and postcolonial documentary practice. SCMC majors may take this course for major credit; with instructor permission, the course paper may be counted as the Senior project for the major.
Class time: 25% lecture, 50% Closed Circuit TV, 25% Discussion
Work load: 20-30 pages of reading per week, 15-20 pages of writing per semester, 2 papers
Grade: 70% written reports/papers, 15% in-class presentations, 15% class participation
Exam format: no exams - 2 papers

CSCL 5910 Topics in Cultural Studies and Comparative Literature: Radical Music (Sec 002); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom
Instructor: Leppert, Richard !Morse Alumni Award!!
Description: This course will consider a discrete body of Western avant-garde art music composed between 1900 and 1985. Though organized chronologically, the course is not intended as a survey, but as a series of case studies of single compositions that exemplify some of the most significant musical gestures of engagement- and sometimes open confrontation-with the defining cultural conventions and social realities of 20th-century modernity, in both Europe and North America. Music by Mahler, Schoenberg, Stravinsky, Bartok, Ives, Strauss, Varese, Berg, Eisler, Weill, Webern, Bliztstein, Cowell, Poulen, Schaeffer, Nono, Dallapiccola, Berio, Ligeti, Cage, Stockhausen, Rochberg, Harrison, Glass, and Laurie Anderson. The course incorporates substantial listening requirements, primary- and secondary-source readings related to specific compositions, and relevant critical and cultural theory, including in particular key texts on modern music by T. W. Adorno, perhaps the single most trenchant philosophical advocate-and critic-of new music in the last century. The course is open exclusively to undergraduates who have previously completed CSCL 3172 (Music as Discourse), and graduate students. Due to enrollment limits, instructor permission is required for all students (undergraduate and graduate) from programs other than CSCL, CLit, and CSDS.
Class time: 60% lecture, 40% Discussion
Work load: 100 pages of reading per week, 25-30 pages of writing per semester, 3 papers, substantial listening assignments
Grade: 70% written reports/papers, 20% in-class presentations, 10% class participation

CSCL 5993 Directed Study (Sec 001, 002); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom
Instructor: STAFF
Description: Directed study - arranged
CI 5367 Interactive Multimedia Instruction  
(Sec 001): 3 cr; A-F only; prereq Knowledge of principles and procedures of CBI design and one multimedia authoring system; meets DELM req of classroom  
Instructor: Hooper, Simon Richard  
Description: Principles of effective computer-based design; tools in multi-media development; contemporary issues and skills used in the design, development and implementation of interactive multi-media instruction. Use multi-media development tools, create a multi-media portfolio, and investigate the issues surrounding their effective use.

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

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

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

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

CI 5696 Practicum: Teaching World Languages and Cultures in Elementary Schools  
(Sec 001): 2 cr; prereq 5619, adviser approval; credits cannot be counted on a graduate degree program for endorsement candidates; meets DELM req of classroom  
Instructor: STAFF  
Description: Teaching and learning experiences in second languages and cultures at the elementary school level. Requires students to work in a public school setting.

CI 5697 Practicum: ESL in the Elementary School  
(Sec 001): 2 cr; prereq 5619, adviser approval; meets DELM req of classroom  
Instructor: STAFF  
Description: Teaching and learning experiences in an English as a second language setting at the elementary school level. Requires students to work in a public school setting.

CI 5698 Student Teaching in Second Languages and Cultures  
(Sec 001): 2 cr; prereq Adviser approval; credits cannot be counted on a graduate degree program; meets DELM req of classroom  
Instructor: STAFF  
Description: Student teaching in Second Languages and Cultures at the secondary level for teachers already licensed in another field. Requires students to work in a public school setting.

CI 5908 Family and Work Relationships  
(Sec 001): Credit will not be granted if credit has been received for: WCFE 5201, FE 5201, WCFE 5201, WCFE 5201, WHRE 5201; 3 cr; A-F only; meets DELM req of classroom  
Instructor: Magistad, Beth Maddock  
Description: Interactions of work and family roles, responsibilities, and aspirations, with consideration given to resources, legal aspects, and gender.

CI 5960 Seminar in Youth Development Leadership  
(Sec 001-004): 4 cr; max crs 4, 4 repeats allowed; S-N only; prereq YDL student or instructor consent; credit will not be granted if credit received for: WCFE 5451; meets DELM req of classroom  
Instructor: Walker PhD, Joyce Ann  
Description: Group study of topics and issues in the youth development field; practice in course proposal and educational program development; participation in a co-created learning experience with a group of peers. Four-course sequence.

CI 5962 Leadership Field Experience: Youth Development  
(Sec 001): 4 cr; S-N only; prereq YDL student or instructor consent; meets DELM req of classroom  
Instructor: Walker PhD, Joyce Ann  
Description: Demonstration of leadership in practice; project built on understanding of youth, experiential pedagogy, community and program settings; focuses on public policy, advocacy, evaluation, pedagogical issues, program design, curriculum development, or applied research.

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

Dnce 1002 Modern Dance Technique 2  
(Sec 001): 1 cr; prereq 1001, dept consent; meets DELM req of classroom  
Instructor: Costello, Suzanne Mary  
Description: This course is a continuation of Dance 1001 and the second of a two-sequence introduction course to Modern Dance technique. In this course, students will gain greater self-awareness of the body, explore with greater depth the rhythms and dynamics underlying movement and explore orientation of the moving body in space. More emphasis will be placed on longer movement phrases and more in-depth improvisations. Emphasis will also be placed on the successful performance of fundamental elements that comprise modern dance technique: space, time and energy. Successful completion of previous level or departmental approval by audition required for registration.  
Class time: 100% Studio  
Work load: 1 papers

Dnce 1020 Modern Dance Technique 4  
(Sec 002): 2 cr; max crs 4; prereq 1010, dept consent; meets DELM req of classroom  
Instructor: Thompson, Erin D  
Description: This course is the fourth level of eight levels of modern dance technique offered in the Dance Program. Class work is based on the practical application of the principles of space, time, and energy with specific emphasis on alignment, power from the pelvic center, rotation and turnout, muscular tonality, joint articulation, clarity of intent, musicality, stretch, strength, and stamina. Class consists of inplace warm-ups, specific technical exercises and dance phrases applying the technique addressed. Successful completion of level three or departmental approval by audition required for registration.

This information is accurate as of: 10/27/2005 at 2:13 PM
Class time: 100% Studio  
Work load: 1 papers, Attending a Modern Dance Performance

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

Dnce 1120 Ballet Technique 4  
(Sec 001); 2 cr; max crs 4; prereq 1110, dept consent; meets DELM req of classroom  
Instructor: Anderson, Kristina Forsberg  
Description: This is the second of the two-semester sequence in beginning ballet technique - level four in an eight-semester sequence. Class work is based on the practical application of principles of classical ballet technique, including body alignment and placement, strength, flexibility, coordination and musicality. By the end of the semester, students should be able to execute beginning level ballet vocabulary with ease and confidence and with a physical understanding of classical ballet elements. Audition for technique placement or successful completion of level three with departmental approval required for registration  
Class time: 100% Studio  
Work load: 1 papers, Attending a Ballet Performance

Dnce 1202 Jazz Technique 2  
(Sec 001); 1 cr; prereq 1201, dept consent; meets DELM req of classroom  
Instructor: STAFF  
Description: This is the second of an eight-semester sequence in jazz dance technique/style. Class work will continue to focus on fundamental jazz vocabulary and movement. Clear articulation of movement will continue to be emphasized, as well as the use of space, weight, dynamics, focus and musicality. The continued use of improvisation will be used to help build one's self confidence in dance movement. Successful completion of previous level or departmental approval by audition required for registration.  
Class time: 100% studio

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

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

Dnce 1313 African Based Movement  
(Sec 001); 1 cr; meets DELM req of classroom  
Instructor: Brown, Patricia !ICCE Distinguished Tchg Award!!  
Description: This course will focus on the varied movement of the African Diaspora, primarily West Africa, but not limited to the West Africa region or the continent of Africa. Class will include traditional movement, but will also focus on movement inspired by Africa, the Caribbean, and the African Diaspora at large. Coursework includes in-class movement participation, one movement midterm and one two-page paper.  
Class time: 100% Studio  
Work load: 1 papers

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

Dnce 1321 Ballroom 1  
(Sec 001, 002); 1 cr; meets DELM req of classroom  
Instructor: Griffin, Erica Colleen Furuseth  
Description: This course is an introduction to ballroom dance. Class work will focus on basic patterns in the fox trot, waltz, swing, cha-cha, rhumba, and tango. Students will learn to utilize a variety of step patterns, lead and follow a partner smoothly, and use the accepted characteristic style for each dance. This course will also focus on basic rhythmic fundamentals in ballroom dance such as meter, tempo, accent, and phrasing.  
Class time: 100% Studio

Dnce 1325 Latin Dance  
(Sec 001, 002); 1 cr; meets DELM req of classroom  
Instructor: Lickteig, Joy Davina  
Description: This course is designed to give students an introduction to Latin dances and techniques. The course will cover basic vocabulary and lead/follow techniques of the most popular Latin social
dance styles including: Salsa, Cha-Cha, Rumba, and Merengue. The first half of the class will focus on basic footwork and partnering for these various Latin social dances. The second half of the class will focus on rhythm and musical styling.

Class time: 100% Studio

Dnce 1335 T'ai Chi Ch'uan
(Sec 001); 1 cr; meets DELM req of classroom
Instructor: Abdella, Paul Edward

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

Class time: 100% Studio
Work load: 1 papers

Dnce 1347 Stott Pilates Conditioning
(Sec 001); 1 cr; meets DELM req of classroom
Instructor: Geier, Heidi

Description: This class is an introduction to Pilates Conditioning. This course will focus on mastering essential mat work of the Pilates method. Stott Pilates Conditioning is a contemporary approach to the mind-body system of exercise pioneered by Joseph Pilates. The neuro-muscular resistance exercises are designed to help develop a balanced musculoskeletal system - strong flexible muscles and better alignment - for optimal physical and mental well-being.

Class time: 100%
Work load: 1 papers

Dnce 1401 Introduction to Dance
(Sec 001, 002); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Flink, Emilie Plauche

Description: This newly redesigned course is an introduction to global dance forms in society and art. It covers dance forms and significant issues in dance through lecture, discussion, viewing of live and taped performances and movement experiences. The course presents international perspectives on how dance functions in specific cultural contexts and how dance traditions influence each other as cultures come into close contact with one another. The course begins looking at a selection of dance forms from around the world and will end by exploring how these forms come into the United States contributing to creation of the fusion forms that make up American dance. 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. The course will examine a broad-range of dance traditions including: West African, Middle Eastern, South Indian, Japanese dance theater, European folk dance, ballet, Brazilian, North American Plains Indian, and American forms; tap, jazz, hip hop, modern dance and musical theater. By the end of the course students will be able to recognize a variety of dance traditions and connect their historical development to the specific social, artistic and political currents of their culture.

Class time: 30% lecture, 20% Discussion, 20% Laboratory, 30% Video viewing
Work load: 20 pages of reading per week, 12 pages of writing per semester, 2 exams, 2 papers, Attending live performances and web-based journaling
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 10% class participation, 20% Online class discussion and electronic journal
Exam format: Essay, short answer, multiple choice, matching

Dnce 1500 Topics in Dance: Alexander Technique for Performing Artists
(Sec 070); 1 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom
Instructor: Fink, Emilie Plauche

Description: The Alexander Technique is a method used to restore our inherent ease, flexibility, and coordination. This course is designed specifically for singers, dancers, and instrumentalists. Students will learn the principles of the Alexander Technique and how they can be used as tools to enhance fluidity, dynamism, and presence in performance as well as in daily life. Explorations will include kinesesthetic awareness, experiential anatomy, and the mind/body connection.

Class time: 100% Studio
Work load: 1 papers

Dnce 3020 Modern Dance Technique 6
(Sec 001); 2 cr; max crs 4; prerequisite 3010, dept consent; meets DELM req of classroom
Instructor: Flink, Emilie Plauche

Description: This course is the sixth level of eight levels of modern dance technique offered in the Dance Program. The purpose of the technique class is to allow the intermediate modern dance student to explore and discover him/herself as an articulate and expressive mover. Classwork continues to involve space, time and energy with specific emphasis on alignment, power, momentum, articulation, clarity of intent, musicality, strength, stretch, and stamina. Class consists of in-place warm-ups, technical exercises and dance phrases applying the technique addressed. Successful completion of previous level or departmental approval by audition required for registration

Class time: 100% Studio
Work load: 1 papers

54
Dnce 3302 Tap Technique 4  
(Sec 001); 2 cr; max crs 4; prereq 3110, dept consent; audit registration not permitted; meets DELM req of classroom  
Instructor: Pierce, Toni L  
Description: This course is the sixth level of an eight-semester sequence in classical ballet. This course continues to offer the intermediate ballet student principles of ballet technique. Classwork 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 re-introduced at the barre and subsequently transferred to the center. Centerwork 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 centerwork will be explored. Successful completion of previous level or departmental approval by audition required for registration.  
Class time: 100% Studio  
Work load: 1 papers

Dnce 3120 Ballet Technique 6  
(Sec 002); 2 cr; max crs 4; prereq 3110, dept consent; audit registration not permitted; meets DELM req of classroom  
Instructor: Tice, Ronald G  
Description: This course is the sixth level of an eight-semester sequence in classical ballet. This course continues to offer the intermediate ballet student principles of ballet technique. Classwork 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 re-introduced at the barre and subsequently transferred to the center. Centerwork 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 centerwork will be explored. Successful completion of previous level or departmental approval by audition required for registration.  
Class time: 100% Studio  
Work load: 1 papers

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

Dnce 3302 Tap Technique 4  
(Sec 001); 1 cr; prereq 3301 or instr consent; meets DELM req of classroom  
Instructor: Grotting, Karla Kaye  
Description: This studio class will focus on intermediate skills of tap dance including pick-ups and wings. There will be a continuing emphasis on musicality and rhythm. We will practice intermediate footwork and combinations, time steps, work on a tap dance routine, and continue exercises for tap dance improvisation.  
Class time: 100% Studio

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

Dnce 3402W Dance History 2  
(Sec 001); 3 cr; prereq 3401; 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: Chatterjea, Ananya  
Description: Dance History 2 is the second semester in a yearlong sequence of Dance History. This course continues the study of ballet's beginnings, examining the development of ballet through baroque and romantic periods in France, then through its evolution in Russia with the ultimate development of Ballet Russes. With modernism, the focus shifts through Germany to America and the course works through the achievements of the pioneers to a general disillusionment with their work into the development of postmodern dance and its different phases. Successful completion of previous level or departmental approval required for registration

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

Dnce 3500 Topics in Dance: Body-Mind Centering 2  
(Sec 003); 2 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom  
Instructor: Fargnoli, Margaret  
Description: Underlying the expression of the mind is the process of movement development. From conception through infancy we progress through patterns of movement in overlapping waves. Each movement has a distinct purpose and each movement pattern is essential for the integration of movement as a whole. The developmental material includes the Primitive Reflexes, Righting Reactions, and Equilibrium Responses. These comprise the alphabet which, when combined, form the Basic Neurological Patterns (BNPs), the words of our movement. They are automatic, inherited movements that underlie our volitional movement and establish a baseline in the body systems for our physical, emotional, and mental choice making. When any of the Basic Neurological Patterns are skipped or only partially developed, it will manifest in our lives as limitations or problems with our perceptions, movement, and thinking. The good news is that the pathways in our nervous systems that govern the BNP’s are not destroyed and they can be resuscitated through movement. If we revisit these movement patterns, our original choice making process becomes conscious. This class is experiential and includes movement, touch, lecture, and class discussion. Students can expect to spend between 2-3 hours per week in outside reading and keeping a journal that will be turned in as a final project. There is one quiz and one take home exam.
Dnce 3500 Topics in Dance: Introduction to Dance/Movement Therapy
(Sec 005); 2 cr; max crs 10, 10 repeats allowed; meets DELM req of classroom
Instructor: Nordstrom-Loeb, Barbara Ellen
Description: This course is a basic introduction to the field of Dance/Movement Therapy. It will include 1) historic and theoretical perspectives on the use of movement and dance in relationship to psychology and healing; 2) an introduction to some of the major Dance/Movement Therapy pioneers and techniques; and 3) a brief introduction to ways that Dance/Movement Therapy is used with various populations and in a variety of settings. The class is both experiential and didactic. Objectives: The student will be able to:
- Describe the field of Dance/Movement Therapy in relationship to related disciplines such as Dance Psychology and Somatics; Identify and discuss the basic premises, theory and approaches of Dance/Movement Therapy; Be familiar with selected Dance/Movement Therapy pioneers and their contribution to the field of Dance/Movement Therapy; Understand the usefulness of Dance/Movement Therapy with selected settings and populations; Be familiar with training process and requirements for Dance Movement Therapy certification; Apply Dance/Movement Therapy approaches to their own experience.
Class time: 20% lecture, 30% Discussion, 35% Laboratory, 15% videos
Work load: 5-20 pages of reading per week, 6-12 pages of writing per semester, 1 exams, 1 papers, reflective journal
Grade: 16% mid-semester exam(s), 34% written reports/papers, 34% class participation, 16% reflective journal
Exam format: essay

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

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

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

Dnce 3700 Performance
(Sec 001); 1 cr; max crs 4; prereq Concurrent enrollment in a technique course, audition, dept consent; meets DELM req of classroom
Instructor: Smith, Joan Anne
Description: Registration by audition only.
Class time: 100% Rehearsal/Performance

Dnce 3901 Survival Strategies in Dance
(Sec 001); 3 cr; A-F only; prereq Dance major, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: In this course students will explore basic strategies fundamental to a dancer’s survival. Essential knowledge about injury prevention and care, the development of healthy dietary and muscular/skeletal habits; and information on career tracks in dance are covered. Departmental approval required for registration - Dance Majors Only.

Dnce 4601 Dance Composition 3
(Sec 001); 3 cr; prereq 3602, concurrent regis in a modern dance technique course, dept consent; meets DELM req of classroom
Instructor: Mann, Paula
Description: This course is the fourth of a six-semester sequence in Dance Composition. Class work will consist of exploration and structuring of dances for groups. Course Objectives include: developing an understanding and appreciation for the craft of group choreography, exploring the creative process, discovering movement vocabulary, and acquiring skills of compositional structures for groups. Successful completion of previous level or departmental approval required for registration.
Class time: 100% studio, rehearsal/performance

Dnce 4601 Dance Composition 3
(Sec 002); 3 cr; prereq 3602, concurrent regis in a modern dance technique course, dept consent; meets DELM req of classroom
Instructor: Smith, Joan Anne
Description: This course is the fourth of a six-semester sequence in Dance Composition. Class work will consist of exploration and structuring of dances for groups. Course Objectives include: developing and understanding and appreciation for the craft of group choreography, exploring the creative process, discovering movement vocabulary, and acquiring skills of compositional structures for groups. Successful completion of previous level or departmental approval required for registration.
Class time: 100% Studio/Rehearsal/Performance

Dnce 5220 Jazz Technique 8
(Sec 001); 1 cr; max crs 2; prereq 5210, dept consent; audit registration not permitted; meets DELM req of classroom
Instructor: Grotting, Karla Kaye
Description: This is the eighth of an eight-semester sequence of jazz dance technique/style. This class will continue to introduce vocabulary and develop skills, technique, and style used in classical jazz dance while increasing flexibility and strength. Emphasis will be on more complex rhythms, patterns, turns, floor work, combinations, commitment to style, dynamics, musicality, improvisation, history and phrasing.
Class time: 100% studio

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

Class time: 100% Studio/Rehearsal/Performance

Dncc 5700 Performance
(Sec 001, 002); 1 cr; max crs 4, 4 repeats allowed; prereq concurrent enrollment in technique course, dept consent; meets DELM req of classroom
Instructor: Smith, Joan Anne
Description: Registration by audition only.
Class time: 100% Rehearsal/Performance

Design Institute
101 Rapson Hall: 612/625-3373

Desl 5100 Design Institute Directed Study
(Sec 001, 002); 1-3 cr; max crs 9, 6 repeats allowed; A-F only; meets DELM req of classroom
Instructor: STAFF
Description: Travels in Typography: A hands-on survey. From Gutenberg to Gill, from papyrus to paper, immerse yourself in the tactile qualities of the printed word. This class will map the development of writing and its offspring, movable type, using the exceptional resources of the internationally-renowned James Ford Bell Library at the University of Minnesota. Throughout the semester students will use the Bell Library’s rare book and map collection to undertake hands-on design exercises that take them on a historical and practical tour of all the major developments in typography, including stonecutting, calligraphy and letterpress printing.

Design, Housing, and Apparel
240 McNeal Hall: 612/624-9700

DHA 1311 Foundations: Drawing and Design in Two and Three Dimensions
(Sec 001-003); 4 cr; A-F only; prereq DHA major or premajor; meets DELM req of classroom
Instructor: STAFF
Description: In this course the formal, perceptual, symbolic and technical aspects of visual communication will be introduced— with the emphasis on drawing. Design elements and principles will be applied within the context of observational drawing, as well as two- and three-dimensional design. Design process and creative problem solving will be stressed. 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 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% excercises; 25% projects; 1 major project
Grade: 50% special projects, 50% problem solving

DHA 2345 Typographic Design
(Sec 001, 002); 3 cr; A-F only; prereq DHA major, pass portfolio review; meets DELM req of classroom
Instructor: STAFF
Description: Typographic Design is an introduction to the art of visual
communication: the visual realization of a most basic element of communication—the word. The history of typographic forms, principles of composition, and the expressive potential of type will be explored throughout reading, research, exercising, and design production. Sequential studies will follow the design process: problem-solving through exploration, experimentation, selection, critique, and refinement. Effectiveness of typographic design will be evaluated in terms of legibility, readability, and expression: the direct correlation to gestalt design principles will be evident. Assignments include textbook readings, research from additional sources, analysis and critique of found design, and, primarily, studio design production. Studio assignments will involve both handwork, to train the eye and hand; and digital typographic design and illustration using QuarkXpress and Illustrator. Class sessions will be held in both classrooms and Macintosh studios. This class is for Graphic Design majors who have passed portfolio review only.

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

DHA 2402 Residential Technology
(Sec 001); 3 cr; A-F only; prerequisite 1101 or concurrent enrollment in 1101; meets DELM req of classroom
Instructor: Cheple, Marilou!!Outstanding Achievement Award!!
Description: Survey of technological systems in the near environment with emphasis on the consumption and conservation of natural resources, energy sources, and human factor considerations in kitchen design. Students will learn to evaluate residential kitchen plans based on the human factor components of function, design, and efficiency of space; define terms and discuss current issues related to fuels and residential technology; explain the principles and function of electricity used in the residential environment; specify the electric circuits needed and outlet placement in a residence; explain the principles of operation of gas burning in residential technology systems; determine comparative costs of residential fuels and ways to conserve energy; explain residential lighting distribution and requirements, describe the methods and applications of heat transfer used in the residential environment; describe the chemical and mechanical aspects of residential water use; identify issues related to reduction and removal of residential waste; identify characteristics of materials, finishes, and construction methods used in the residential kitchen; differentiate among the types of control mechanisms used in the residential environment to perform specific functions; and evaluate sources of information about residential technology to determine the source's effectiveness and appropriateness in conveying information. Target: undergrads in housing, interior design, arch, and related fields.
Class time: 75% lecture, 15% Discussion, 15% Laboratory
Work load: 10 pages of reading per week, 3 exams, kitchen design project
Grade: 30% special projects, 5% class participation, 5% lab work, 15% problem solving, 40% Three units tests
Exam format: multiple choice, matching, short answer

DHA 3245 Multichannel Retailing
(Sec 001); 3 cr; A-F only; prerequisite 1201; meets DELM req of classroom
Instructor: Lee, Seung-Eun
Description: An overview of retailing emphasizing issues related to multichannel options available to consumers. Features both store-based (e.g., specialty store, department store) and nonstore-based (e.g., Internet, catalog) issues of retailing.
Class time: 70% lecture, 20% Discussion, 10% Guest lecture

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

DHA 3352 Graphic Design II: Identity and Symbols
(Sec 001, 002); 3 cr; A-F only; prerequisite 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 logo, 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 3482 Our Home, Our Environment
(Sec 001); Credit will not be granted if credit has been received for: ENR 3601, ENR 3601, NRES 3601, NRES 3601, NRES 3601, NRES 3601; 3 cr; A-F only; prerequisite 2402 or inst consent; meets DELM req of classroom
Instructor: Cheple, Marilou!Outstanding Achievement Award!!
Description: This course is intended to provide students with a broad overview of the many ways our homes impact the near and far environments. It focuses on the relationship between people and their homes and environment. Students will begin to see the connections between our home, our actions, and our environment. Students will develop skills for exploration of environmental issues and will learn to structure viewpoints and arguments on contemporary housing issues that impact our environment.
Class time: 75% lecture, 20% Discussion, 5% Attendance of community meetings.
Work load: 15 pages of reading per week, 3 exams, 4 papers
Grade: 50% written reports/papers, 20% special projects, 30% quizzes
Exam format: multiple choice, matching, short answer

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

**Class time:** 80% lecture, 20% presentations  
**Work load:** 40 pages of reading per week, 20 pages of writing per semester, 6 exams, 1 paper  
**Grade:** 60% mid-semester exam(s), 15% final exam, 10% written reports/papers, 15% special projects  
**Exam format:** identification of images

**DHA 4196 Internship in DHA**  
(Sec 001, 020-024); 1-4 cr; max crs 4, 1 repeat allowed; S-N only; prereq Completion of at least one-half of professional sequence, plan submitted and approved in advance by adviser and internship supervisor, written consent of faculty supervisor, instr. consent; meets DELM req of classroom  
**Instructor:** STAFF

**DHA 4217 International Developments in Textiles and Apparel**  
(Sec 001); 3 cr; A-F only; prereq [1201, ApEc 1102, [jr or sr or grad student], [DHA major or minor or dept consent]]; meets CLE req of International Perspect Theme; meets DELM req of classroom  
**Instructor:** Lee, Seung-Eun  
**Description:** The intent of this course is to introduce students to the principles of the internationalization of retailing and global issues involved in textiles and apparel business operations. Topics covered include: the internationalization of retailing, the effects of culture on the internationalization process, retailing in developing countries, method of entry in foreign markets, retailing in multinational market, global sourcing, and social responsibility issues. Junior, senior or graduate students only.  
**Class time:** 60% lecture, 30% Discussion, 10% Guest lecture

**DHA 4345 Advanced Typographic Design**  
(Sec 001); 4 cr; A-F only; prereq 2351, [DHA major or grad student or instr consent]; meets DELM req of classroom  
**Instructor:** Waldron, Carol C  
**Description:** Advanced Typographic Design is the continued -- and deeper -- exploration of the expressive visual communication through letterforms and words. Both the fundamental legibility of the invisible art and overt expression through type will be addressed. Students will apply fundamentals of design and typography to simple and complex communication objectives, exploring the expressive potential of varied typographic treatments through contrast, manipulation, arrangement, and juxtaposition. There will be a brief foray into the design of letterforms. Various typographic movements will be studied from both formal and historic perspectives. An extended typographic project will be completed. This class is intended for advanced graphic design majors.  
**Class time:** 10% Discussion, 90% studio design projects and critique  
**Work load:** 4 major projects  
**Grade:** 100% studio design project and performance

**DHA 4354 Graphic Design IV: Integrative Campaign**  
(Sec 001); 4 cr; A-F only; prereq 3353, DHA major; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** This course will focus on a multi-faceted designed communication campaign involving substantial investigation and conceptual application. The project undertaken will be, in large part, developed by the individual student as a result of his/her research and specific interests. The multi-faceted character of the project will support a unified theme/concept/idea for an identified client that is aimed effectively at a specific market or interest group. The completed project will demonstrate the student's ability to maximally apply acquired knowledge, skill and understanding of design, including a high degree of thought and sophisticated creativity. The course will build on typographic, compositional and imaging skills that students have developed in earlier classes.  
**Class time:** 30% lecture, 30% Discussion, 40% studio time  
**Work load:** 5 projects  
**Grade:** 25% class participation, 75% design project

**DHA 5193 Directed Study in Design, Housing, and Apparel**  
(Sec 001, 020-024); 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, 020-024); 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 experienceand instruction.  
**Work load:** Depends upon faculty supervising the course.  
**Grade:** 100% Depends upon criteria for that particular experience.  
**Grade:** 100% Depends upon criteria for that particular experience

**DHA 5215 Product Development: Softlines**  
(Sec 001); 4 cr; A-F only; prereq 2213 or clothing design major or retail merchandising major or grad student or instr consent; credit will not be granted if credit received for: 4215; meets DELM req of classroom  
**Instructor:** LaBat, Karen Louise  
**Description:** Use of product development process for softlines including apparel and other sewn products. Economics of quality, design for product effectiveness and reliability, quality specifications, conducting tests and interpreting results, inspection, acceptance sampling, and vendor relations. This course is intended for seniors in Clothing Design and Retail Merchandising and graduate students in Apparel. The course combines, lectures, presentations by professionals in the quality assurance field, laboratory testing of textile products and materials, and a major product development from a quality assurance perspective.  
**Class time:** 25% lecture, 25% Discussion, 25% Laboratory, 25% Team discussion and project  
**Work load:** 30 pages of reading per week, 50 pages of writing per semester, 2 exams, 1 papers, Major report; 1 major team product development project  
**Grade:** 10% mid-semester exam(s), 15% final exam, 25% special projects, 5% quizzes, 5% in-class presentations, 10% class participation, 20% lab work, 10% problem solving  
**Exam format:** Essay

**DHA 5341 Interactive Design I**  
(Sec 001); 3 cr; A-F only; prereq [4334], [DHA major or grad student], pass portfolio review or instr consent; meets DELM req of classroom  
**Instructor:** Hokanson, Brad !!Outstanding Achievement Award!!  
**Description:** Objectives: In this course, students will: develop a greater understanding of the use of interactive media; create Internet sites that utilize the work of the class; improve file management and theoretical understanding of computers; develop interface design skills; develop a high level of skill in the area of coding and Flash animation; use a diversity of approaches and tools in the solution of problems; continue to develop skill in pre-planning of interactive presentations; evaluate work by themselves and by peers; have their work evaluated by their others; continue integration and application of the principles of

This information is accurate as of: 10/27/2005 at 2:13 PM
design into their work in computer media.

**Class time:** 10% lecture, 15% Discussion, 70% Laboratory, 5% Field trips

**Work load:** 12 pages of reading per week, 12 pages of writing per semester

**Grade:** 22% in-class presentations, 23% class participation, 41% lab work, 14% problem solving

**Course URL:** http://hokanson.che.umn.edu/5341/syllabus.html

---

DHA 5942 Interactive Design 2: Interface Design
(Class Sec 001); 3 cr; A-F only; prereq [4384 or 5341]. [DHA major or DHA grad student] or instr consent; meets DELM req of classroom

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

**Description:** This course focuses on the study of interface design and the application of appropriate theory and design principles. Most of the work will be web based. Objectives: In this course, students will:
- develop a greater understanding of the concept of interface design;
- improve their knowledge in computers and web design;
- use a variety of approaches and tools in the solution of problems;
- continue to develop skill in pre-planning of interactive presentations;
- evaluate work by themselves and by peers; have their work evaluated by their others; continue integration and application of the principles of design into their work in computer media.

**Exam format:** Participation

**Class time:**
- 15% lecture, 15% Discussion, 60% Laboratory, 10% Field trips

**Work load:** 12 pages of reading per week. Development of a series of web pages and sites with extensive user testing of design work.

**Grade:** 80% lab work, 20% class participation and skills

**Exam format:** This is a studio based class.

**Course URL:** http://hokanson.che.umn.edu/5342/

---

DHA 5463 Housing Policy
(Class Sec 001); Credit will not be granted if credit has been received for: PA 5261; 3 cr; A-F only; prereq 2401, 2463 or instr consent; meets DELM req of classroom

**Instructor:** Goetz, Edward Glenn

**Description:** This course will explore the institutional and environmental setting for the making of housing policy in the United States. We will examine competing ideas and solving the nation's housing problems through public intervention in the market. In so doing, we will evaluate federal and local public sectors responses to housing problems in this country, taking a look at the role of non-profit developers and the different approaches taken by successive federal administrators in the United States.

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

**Work load:** 200 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 paper

**Grade:** 25% mid-semester exam(s), 30% final exam, 15% class participation

**Exam format:** Essay and short answer.

---

Dutch

**205 Folwell Hall: 612/625-2080**

**Dtc 1002 Beginning Dutch**
(Class Sec 001); Credit will not be granted if credit has been received for: DTC 4002, DTC 4004; 5 cr; prereq 1001; meets DELM req of classroom

**Instructor:** Oosterhoff, Jenneke A!!Outstanding Service Award!!

**Description:** Welkom terug in Nederlands 1002. This is the second course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Dutch. Note: This is second semester beginning Dutch, so it is not a total beginner's course. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main book is the textbook package of "Code" volume 1. The book is accompanied by a cd-rom which is meant for independent work by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, and pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of new topics to be introduced includes: health, comparing school systems, the arts, finding a job, friends and family etc. Students should expect an average of 2 hours of outside preparation for each class session. See the description for Dtc 4002 for an option for qualified students to register for this course for 2 credits instead of 5 credits.

**Class time:** 20% lecture, 80% pre-writing and interactive exercises

**Grade:** 30% quizzes, 30% written assignments; 40% participation and preparation

**Exam format:** quizzes, essays

---

Dtc 3012 Conversation and Composition
(Class Sec 001); 3 cr; prereq 3011; meets DELM req of classroom

**Instructor:** Oosterhoff, Jenneke A!!Outstanding Service Award!!

**Description:** Images of childhood in Dutch literature and film. Recently, the Dutch children's book market has seen a revival of old children's bestsellers that I, my parents, and in some cases even my grandparents had on their bookshelves. And not only that: some of these older stories have also been adapted for film. In this course, we will follow these old time heroes and their modern time successors and these older stories have also been adapted for film. In this course, they will investigate how trials and tribulations, joys and sorrows of Dutch childhood have changed over time, and ask ourselves whether and caused this nostalgic look at the past.

**Class time:** 60% Discussion, 40% Writing exercises, essays, grammar review

**Work load:** 75-100 pages of reading per week, 15 pages of writing per semester, 6 papers

**Grade:** 40% written reports/papers, 30% in-class presentations, 30% class participation

**Exam format:** Essays

---

This information is accurate as of: 10/27/2005 at 2:13 PM
**Dutch 4002 Beginning Dutch**  
*(Sec 001)*; Credit will not be granted if credit has been received for: DTCH 1002, DTCH 1002; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom  
**Instructor:** Oosterhoff, Jenneke A  
**Description:** This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dutch 4003 with special focus on the extension of speaking and writing skills (in preparation for the LPE and OPI). The main book for this course is the textbook and cd-rom package of Code, volume 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.  
**Class time:** 20% lecture, 80% pre-writing and interactive exercises  
**Grade:** 40% quizzes, 20% written homework: 40% participation and preparation  
**Exam format:** Quizzes and essays

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Instructor</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Exam format</th>
<th>Work load</th>
<th>Grade</th>
<th>Class time</th>
<th>Grade</th>
<th>Exam format</th>
</tr>
</thead>
</table>
| **Dutch 4004 Intermediate Dutch**  
*(Sec 001)*; Credit will not be granted if credit has been received for: DTCH 1004, DTCH 1004; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom  
**Instructor:** Oosterhoff, Jenneke A  
**Description:** This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dutch 4003 with special focus on the extension of speaking and writing skills (in preparation for the LPE and OPI). The main book for this course is the textbook and cd-rom package of Code, volume 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.  
**Class time:** 20% lecture, 80% pre-writing and interactive exercises  
**Grade:** 30% quizzes, 30% written assignments; 40% participation and preparation  
**Exam format:** Quizzes and essays | | | | | | | | | | |

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Instructor</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Exam format</th>
<th>Work load</th>
<th>Grade</th>
<th>Class time</th>
<th>Grade</th>
<th>Exam format</th>
</tr>
</thead>
</table>
| **Dutch 5993 Directed Studies**  
*(Sec 001)*; 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation. | | | | | | | | | | |
behavior of birds, and students will gather data on the behavior of a common local species which will be pooled with observations of other class members. We will consider how the scientific study of birds can lead to better conservation practices. Course will be web-enhanced, but this is currently under construction. Target Audience: Upper-division undergraduates and graduate students.

**Class time:** 50% lecture, 50% Laboratory  
**Work load:** 25 pages of reading per week, 5 pages of writing per semester, 4 exams, 1 papers, Field identification of birds  
**Grade:** 20% mid-semester exam(s), 20% final exam, 60% lab work  
**Exam format:** multiple choice; essay

**EEB 5009 Quaternary Vegetation History and Climate**  
(Sec 001); 3 cr; prereq [4631 or Geo 4631, Biol 3407] or instr consent; meets DELM req of classroom  
**Instructor:** Sugita, Shinya  
**Description:** This course aims to gain understanding of history of vegetation and climate change in the Quaternary period, to understand the current state of the field, and to increase awareness of the importance of mechanistic understanding on the interpretation of historical events. Topics covered will be: vegetation distribution and climate, mechanisms of climate change, mechanisms of long-term vegetation dynamics, basics of vegetation and climate reconstructions, modeling in paleoecology and paleoclimatology, case studies in North America, Europe, and other parts of the globe, and human impacts on vegetation and climate. Grading is based on mid-term and final exams, a term paper, problem sets, and discussion/presentation in the class.  
**Class time:** 60% lecture, 20% Discussion, 20% Laboratory  
**Work load:** 10 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers  
**Grade:** 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% in-class presentations, 20% lab work  
**Exam format:** essay

**Econ 1101 Principles of Microeconomics**  
(Sec 001, 017, 033, 036, 038, 040, 042, 044, 046); 4 cr; prereq knowledge of plane geometry and advanced algebra; credit will not be granted if credit received for: 1104, 1111, ApEc 1101; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** This is an introductory course in Economics. It includes the behavior of consumers, firms, and markets in the domestic and world economy. Interdependencies in the global economy, and effects of global linkages on individual decisions.  
**Class time:** 75% lecture, 25% in discussion section  
**Work load:** 3 exams

**Econ 1102 Principles of Macroeconomics**  
(Sec 001, 013, 025, 027, 029, 031, 033); 4 cr; prereq [1101 or equiv], knowledge of plane geometry and advanced algebra; credit will not be granted if credit received for: 1105, 1112, ApEc 1102; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** This is an introductory course in Economics. It includes the study of macroeconomic indicators; the role of money; role of fiscal and monetary policy; international trade; interdependencies among nations.  
**Class time:** 75% lecture, 25% discussion section  
**Work load:** 3 exams

**Econ 1102H Honors: Principles of Macroeconomics**  
(Sec 001, 003, 005); 4 cr; prereq [1111 or equiv], Math 1271, CSOM honors; meets CLE req of International Perspect Theme; meets HON req of Honors  
**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.
Econ 4395 Major Project Seminar  
(Sec 001, 002); 2 cr; prereq 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: 1 papers  
Grade: 100% written reports/papers

Econ 4100W Undergraduate Writing in Economics  
(Sec 001); 1 cr; max crs 2; A-F only; prereq 3101, [concurrent enrollment in 4831 or concurrent enrollment in economics honors course], instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: STAFF  
Description: Students can sign up for this one-credit course if they are concurrently registered for an Economics Honors course or for Econ 4831. This will enable them to make the honors course writing intensive. Students receive the assignment from the instructor of the honors course. The Econ 4100W TA works with students to help them write the paper. Students turn in various iterations to the TA and receive feedback on every assignment. The final product is the completed paper.  
Class time: 1 papers  
Work load: 1 papers  
Grade: 100% written reports/papers

Econ 4113 Introduction to Mathematical Economics  
(Sec 001); 4 cr; prereq 3101, 3102 or equiv, Math 1271-1272-2243 or equiv; meets DELM req of classroom  
Instructor: STAFF  
Description: The course includes the central mathematical techniques used in the mathematical approach to economic analysis. Includes optimization with constraints, emphasizing the approach derived from multivariate calculus.  
Class time: 95% lecture, 5% Discussion  
Work load: 2 exams

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

Econ 4261 Introduction to Econometrics  
(Sec 001); 4 cr; A-F only; prereq [3101 or equiv], [[Math 1271, Math 1272] or equiv], Math 2243, Math 2263, [Stat 4101, Stat 4102] or [Stat 5101, Stat 5102]; Math 4242 strongly recommended; meets DELM req of classroom  
Instructor: STAFF  
Description: This is a required course for Economics B.S. majors. Students must have completed all prerequisites successfully PRIOR to taking this course. The course includes the basic linear regression model, time series analysis, panel data, discrete choice models.  
Exam format: problems, short essays

Computer applications (normally GAUSS is used).  
Class time: 75% lecture, 25% Recitation discussion  
Work load: 40-50 pages of reading per week, 2 exams  
Exam format: problems

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

Econ 4315 The Japanese Economy  
(Sec 001); 3 cr; prereq 1101, 1102 or equiv; meets DELM req of classroom  
Instructor: STAFF  
Description: Economic development of Japan. Issues covered include trade, development, growth, population, capital formation, international economic relations, agricultural and industrial policies, role of government, and current issues.  
Class time: 90% lecture, 10% Discussion  
Work load: 2 exams, 1 papers

Econ 4331W Economic Development  
(Sec 001); Credit will not be granted if credit has been received for: ECON 4301, ECON 4301W, ECON 4301; 3 cr; prereq 3101, 3102 or equiv; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: STAFF  
Description: Econ 4331W is a writing intensive course, and students need at least a C in the paper to pass the course. Economic growth and development - indicators, evidence in low and high income countries. Growth theory. Resource allocation.  
Class time: 90% lecture, 10% Discussion  
Work load: 2 exams, 1 papers

Econ 4337 Comparative Economic Systems  
(Sec 001); Credit will not be granted if credit has been received for: ECON 4307; 3 cr; prereq 3101, 3102 or equiv; meets CLE req of International Perspect Theme; meets DELM req of classroom  
Instructor: STAFF  
Description: Study of various economic systems, functions and comparisons. Post-socialist transitions in Eastern Europe, Russia, Asia, and China. Economic reforms. Case studies of various countries.  
Class time: 90% lecture, 10% Discussion  
Work load: 35-50 pages of reading per week, 2 exams, May require a short paper  
Exam format: essay, short problems

Econ 4401 International Economics  
(Sec 001); 3 cr; prereq [[1101, 1102] or equiv], not open to econ majors; meets CLE req of Writing Intensive; meets CLE req of International Perspect Theme; meets DELM req of classroom  
Instructor: STAFF  
Description: Not for Economics majors. Includes material on international trade and international finance. Theories of trade, trade restrictions, commercial policy. Exchange rates, international monetary systems.  
Class time: 90% lecture, 10% Discussion  
Work load: 30-40 pages of reading per week, 2 exams, may require a short paper or presentation  
Exam format: problems, short essays

Econ 4431V Honors Course: International Trade  
(Sec 001); 4 cr; prereq [[3101, 3102] or equiv], Math 1271; meets DELM req of classroom  
Instructor: STAFF  
Description: Study of various economic systems, functions and comparisons. Post-socialist transitions in Eastern Europe, Russia, Asia, and China. Economic reforms. Case studies of various countries.  
Class time: 90% lecture, 10% Discussion  
Work load: 35-50 pages of reading per week, 2 exams, May require a short paper or presentation  
Exam format: essay, short problems

This information is accurate as of: 10/27/2005 at 2:13 PM
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Instructor</th>
<th>Class Time</th>
<th>Exam Format</th>
<th>Work Load</th>
<th>Workload Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 4432W</td>
<td>International Finance</td>
<td>Description: Offered mainly for Economics majors. The course studies international trade including trade theories, trade and growth, trade restrictions, regional trading blocs, protection, and regional integration. This is a writing intensive course, and students need at least a C in the paper to pass the course. Main emphasis on trade theories. URL address will be available later.</td>
<td>STAFF</td>
<td>3 cr; prereq 3101, 3102 or equiv; 4431 or 4439 or equiv recommended; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom</td>
<td>problems and short essays</td>
<td>35-50 pages of reading per week, 40-50 pages of writing per semester, 2 exams, 1 papers</td>
<td></td>
</tr>
<tr>
<td>Econ 4631</td>
<td>Industrial Organization and Antitrust Policy</td>
<td>Description: The emphasis of this course is on Macroeconomic Policy, studied in a quantitatively rigorous way. We begin by reviewing the household consumption and leisure choice, and the market-clearing model. We then study inflation, unemployment, growth, taxation, government debt, and monetary policy and fiscal policy. This honors section will analyze the topics more in-depth than the corresponding regular section and will require a couple of extra readings.</td>
<td>STAFF</td>
<td>3 cr; prereq 3101 or equiv; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom</td>
<td>90% lecture, 10% Discussion</td>
<td>35-50 pages of reading per week, 2 exams</td>
<td></td>
</tr>
<tr>
<td>Econ 4721</td>
<td>Money and Banking</td>
<td>Description: Theories of money demand and money supply. Financial intermediation, banking, nonbank financial institutions, bank regulation. Role of the Federal Reserve System. Monetary policy.</td>
<td>STAFF</td>
<td>3 cr; prereq 3101 or equiv; meets DELM req of classroom</td>
<td>problems and short essays</td>
<td>35-40 pages of reading per week, 2 exams</td>
<td></td>
</tr>
<tr>
<td>Econ 4721H</td>
<td>Honors Course: Money and Banking</td>
<td>Description: Theories of money demand and money supply. Financial intermediation, banking, nonbank financial institutions, bank regulation. Role of the Federal Reserve System. Monetary policy.</td>
<td>STAFF</td>
<td>4 cr; prereq [3101 or 3102] or equiv; Math 1271; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors</td>
<td>problems and short essays</td>
<td>40-50 pages of reading per week, ~5-10 pages of writing per semester, 2 exams, may include student presentations</td>
<td></td>
</tr>
<tr>
<td>Econ 4741H</td>
<td>Honors: Quantitative Analysis of the Macroeconomy</td>
<td>Description: Development/calibration of growth model. Effects of policies on output, employment, and other aggregate variables. Documentation of business cycle facts. Estimation of business cycles' costs. Real business theory. Prediction of business cycle facts. Money in the augmented model.</td>
<td>STAFF</td>
<td>4 cr; prereq [3101 or 3102] or equiv, [Stat 3011 or equiv]; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors</td>
<td>problems and short essays</td>
<td>35-50 pages of reading per week, 2 exams</td>
<td></td>
</tr>
<tr>
<td>Econ 4751</td>
<td>Financial Economics</td>
<td>Description: Financial decisions of firms and investors. Determination of interest rates and asset prices. Role of risk and uncertainty. Emphasis on economic models rather than details of financial institutions.</td>
<td>STAFF</td>
<td>4 cr; prereq [3101 or 3102] or equiv; Math 1271 or equiv, 1 sem statistics; meets DELM req of classroom</td>
<td>problems and short essays</td>
<td>30-40 pages of reading per week, 2 exams</td>
<td></td>
</tr>
<tr>
<td>Econ 4831</td>
<td>Cost-Benefit Analysis</td>
<td>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.</td>
<td>STAFF</td>
<td>4 cr; prereq [3101 or 3102] or equiv; meets CLE req of Writing Intensive; meets DELM req of classroom</td>
<td>problems and short essays</td>
<td>40-55 pages of reading per week, ~5-10 pages of writing per semester, 2 exams, may include student presentations</td>
<td></td>
</tr>
<tr>
<td>Econ 4893</td>
<td>Directed Study</td>
<td>Description: This is for economics honors theses only.</td>
<td>STAFF</td>
<td>1-4 cr; max crs 4, 1 repeat allowed; prereq For honors thesis, instr consent ; meets DELM req of classroom</td>
<td>essay; problem solving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EdPA 5001 Learning, Cognition, and Assessment
(Sec 001); Credit will not be granted if credit has been received for: EPSY 3119, EPSY 3119; 3 cr; prereq Med/initial licensure student or CLA music ed or preteaching major or instr consent; psych course recommended; meets DELM req of classroom
Instructor: Nobbe, June Ely

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

Educational Policy and Administration
330 Wulling Hall: 612/624-1006

EdPA 5095 Problems: Educational Policy and Administration
(Sec 030); 3 cr; meets DELM req of classroom
Instructor: Krueger, Richard A

Description: This workshop provides participants with an in-depth opportunity to develop the skills needed to conduct focus group interviews. Students will be expected to conduct a group study and report results for the final class session.

EdPA 5080 Special Topics: Educational Policy and Administration:
Conducting Focus Group Interviews
(Sec 032); 3 cr; max crs 24, 24 repeats allowed; meets DELM req of classroom
Instructor: STAFF

Description: Shared responsibility of students/instructor in presentation of topics.

EdPA 5095 Problems: Educational Policy and Administration
(Sec 030); 3 cr; max crs 24, 24 repeats allowed; meets DELM req of classroom
Instructor: Scholl, David J

Description: This seminar provides an overview of the various approaches to doing ethnographic research. Among techniques and methods to be examined are accessing communities; formulation of questions; various types of interviewing; participant-observation; selecting and working with informants; life history research and understanding cultural identities; case studies; and writing up field data. The uses and abuses of ethnography as a tool for studying other cultures is critically assessed. Also considered are ethical issues in the use of ethnography. In the course there is a special emphasis on experiential education and learning. Students will conduct a mini-ethnography, directly relevant to their professional interests. There are no examinations, but instead a set of experiential activities to enhance students’ competence in doing ethnographic research. Each student will develop a portfolio of writings related to various activities. A major goal is to have students develop professional competency in using various ethnographic research methods. There is a special focus on the non-Western critique of conventional cross-cultural research and the emergence of indigenous approaches to research. A key text for the course is a volume by Linda Tuhiwai Smith titled "Decolonizing Methodologies." The course is intended for graduate students or seniors who anticipate doing intercultural and/or international research.

Class time: 30% lecture, 70% Discussion
Work load: 50 pages of reading per week, Students do a number of short papers related to various activities.
Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation
Exam format: None
Course URL:
http://webct.umn.edu/SCRIPT/EDPA5061_f00/scripts/scripthome
Knowledge Formats and Applications: International Development Education Con

Description: Knowledge Formats and Applications describes and explains the growing presence of knowledge as a resource in the multi-institutional global economy. Knowledge is defined as the means by which information resources are transformed into valuable products and services. First identified by Peter Drucker over thirty years ago, knowledge workers are now 40% of the U.S. workforce and growing. Knowledge mining and refining, innovation, management and application are covered, together with the role of telecomputing in supporting these interrelated functions. Students' papers utilize course resources to explore potential applications of knowledge systems and workers at selected points within the global framework. The class is Web CT-supported.

Class time: 40% lecture, 30% Discussion, 20% student reports
Work load: 100 pages of reading per week for the first eight weeks; one paper developed on a weekly basis; no exams
Grade: 40% written reports/papers, 30% class participation, 30% paper-support portfolio

Critical Issues in International Education and Educational Exchange

Description: Critical Issues in International Education and Educational Exchange teaches educational leaders to understand the social, legal, and ethical issues related to school technology and model decision-making related to these issues.

Class time: 50% lecture, 50% Discussion
Work load: 30 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers
Grade: 35% final exam, 20% written reports/papers, 40% special projects, 5% class participation
Exam format: Essay

Knowledge Formats and Applications: International Education Con

Description: Knowledge Formats and Applications describes and explains the growing presence of knowledge as a resource in the multi-institutional global economy. Knowledge is defined as the means by which information resources are transformed into valuable products and services. First identified by Peter Drucker over thirty years ago, knowledge workers are now 40% of the U.S. workforce and growing. Knowledge mining and refining, innovation, management and application are covered, together with the role of telecomputing in supporting these interrelated functions. Students' papers utilize course resources to explore potential applications of knowledge systems and workers at selected points within the global framework. The class is Web CT-supported.

Class time: 40% lecture, 30% Discussion, 20% student reports
Work load: 100 pages of reading per week for the first eight weeks; one paper developed on a weekly basis; no exams
Grade: 40% written reports/papers, 30% class participation, 30% paper-support portfolio

This information is accurate as of: 10/27/2005 at 2:13 PM
norms and principles of youth development; conflicting expectations facing policy-makers; and search for the critical content of youth policy.

EdPA 5387 Administration of Teaching and Learning
(Sec 001, 002); 1 cr; meets DELM req of classroom
Instructor: STAFF
Description: Administration of teaching/learning as a system in an inclusive school system. Multiple experts present components of system. Focuses on questions an administrator must address when functioning as leader of learning.

EdPA 5501 Principles and Methods of Evaluation
(Sec 002); Credit will not be granted if credit has been received for: EPSY 5243, EPSY 5243; 3 cr; meets DELM req of classroom
Instructor: Ghere, Gail S
Description: Introduction to program evaluation. Planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

EdPA 5501 Principles and Methods of Evaluation
(Sec 001); Credit will not be granted if credit has been received for: EPSY 5243, EPSY 5243; 3 cr; meets DELM req of classroom
Instructor: STAFF
Description: Introduction to program evaluation. Planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

EdPA 5524 Evaluation Colloquium
(Sec 001); Credit will not be granted if credit has been received for: EPSY 5246, EPSY 5246; 1 cr; max crs 24, 24 repeats allowed; S-N only; prereq 5501 or EPSY 5243; meets DELM req of classroom
Instructor: STAFF
Description: Informal seminar of faculty and advanced students interested in the issues and problems of program evaluation.

EdPA 5721 Racial and Ethnic Diversity in Higher Education
(Sec 078); 2 cr; max crs 3, 1 repeat allowed; meets DELM req of classroom
Instructor: Hendel, Darwin Dale
Description: Issues involving population of students in colleges/universities. College student development theory, students’ expectations/interests. How college affects student outcomes. Role of curricular/extracurricular activities. Student-faculty interaction.

EdPA 5721 Racial and Ethnic Diversity in Higher Education
(Sec 078); 2 cr; max crs 3, 1 repeat allowed; meets DELM req of classroom
Instructor: Antonino, Anthony L
Description: Review of research. Theoretical frameworks, methodological perspectives, and research strategies used to study students, staff, and faculty; historical perspectives.

EdPA 5734 Institutional Research in Postsecondary Education
(Sec 001); 3 cr; max crs 3, 1 repeat allowed; A-F only; prereq [5701, (EPSY 5231 or EPSY 8261), grad student] or instr consent; meets DELM req of classroom
Instructor: Zhang, Liang
Description: Scope, role, administration, research strategies, and evaluation of institutional research in postsecondary institutions. Overview of research methodologies, disciplinary foundations of institutional research. Use of institutional, state, and national databases in addressing full range of institutional missions/functions.

This information is accurate as of: 10/27/2005 at 2:13 PM
can do for us, and not just think that statistics can lie. This course will use WebCT.

**Class time:** 25% lecture, 25% Discussion, 25% Laboratory, 25% In-class activities

**Work load:** 20 pages of reading per week, 30 pages of writing per semester, 4 exams, 3 papers

**Grade:** 20% final exam, 40% written reports/papers, 30% quizzes, 10% class participation

**Exam format:** Short answer, multiple choice, true/false

**EPSy 5112 Knowing, Learning, and Thinking**

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

**Instructor:** Tennyson, Robert D

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

**Class time:** 40% lecture, 30% Discussion, 30% student presentations


**Grade:** 20% final exam, 30% written reports/papers, 15% special projects, 15% in-class presentations, 20% problem solving

**Exam format:** The final is a two-part examination; an oral presentation of his or her learning philosophy/theory. 15% of the final grade; a written exam of Key Persons and Key Concepts. 20% of the grade.

**EPSy 5114 Psychology of Student Learning**

*(Sec 002); 3 cr; A-F only; meets DELM req of classroom*

**Instructor:** Rapp, David N

**Description:** This survey course provides a broad overview of research and theory on student learning, as studied by educational, cognitive, and developmental psychologists. Lecture and discussions will focus on theories of learning, models of student development (cognitive, moral, and social), issues of intelligence, the concept of motivation, students with learning disabilities, debates for and against inclusion, successful teaching strategies, classroom design, testing considerations, and assessment measures. The course incorporates lecture, class discussions, films, and guest presentations. Students taking this course often come from a wide variety of backgrounds with many different interests. They include full and part-time graduate students, full-time educators, undergraduates, and extension students. The course takes advantage of this diversity, as students share their knowledge and hypotheses (based on their backgrounds) through class discussions and assignments. The textbook for the course is "Educational Psychology" by Anita Woolfolk. Course grades are based on three tests, a research article critique, a student observation project, and class participation. The course will be web enhanced thru WebCT.

**Class time:** 60% lecture, 30% Discussion, 5% Laboratory, 5%

**Work load:** 30-40 pages of reading per week, 5-10 pages of writing per semester, 3 exams, 2 papers, Film

**Grade:** 30% final exam, 25% written reports/papers, 5% special projects, 10% class participation, 30% two in-class exams

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

**EPSy 5114 Psychology of Student Learning**

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

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

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

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

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

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

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

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

**EPSy 5151 Cooperative Learning**

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

**Instructor:** Johnson, David W

**Description:** This course trains participants to use cooperative learning in either elementary, secondary, college, or training situations. Class sessions will include lectures, discussions, model lessons, micro-teaching, experiential exercises, and planning for implementation. Topics covered include the theory and research on cooperative learning, the teacher's role in using cooperative learning, the basic elements that make cooperation work, monitoring groups while they work, intervening to improve the effectiveness of learning groups, processing how well the groups are functioning, assessing the performance and learning of groups and members, and the use of collegial teaching teams to help implement cooperative learning. Developing the competencies needed to use cooperative learning is emphasized.

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

**Work load:** 50 pages of reading per week, 40 pages of writing per semester, 1 exams, 2 papers

**Exam format:** multiple choice, matching, short answer

**EPSy 5191 Education of the Gifted and Talented**

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

**Instructor:** Taylor, Lucienne J

**Description:** This online (Webct3)course provides an overview of topics on the education of the gifted and talented. Among those topics are cognitive and affective characteristics of gifted and talented students, the identification of gifted and talented, curricular and instructional issues, and parental and social relationships. The course will feature analysis of ideas, methods, and research findings presented in book chapters and research articles. EPSy 5191: Education of the Gifted and Talented should interest graduate and undergraduate students, as well as educators, counselors and other interested parties concerned with the education of the gifted and talented. This course may also be used as part of the certification program in gifted education and talent development.

**Class time:** 70% Discussion, 30% researching information on the web

**Work load:** ~40 pages of reading per week, 25 pages of writing per semester, 3 papers, answer weekly discussion questions individually and as a group.

**Grade:** 60% written reports/papers, 40% discussion questions

**Exam format:** No exam

**Course URL:** http://webct3@umn.edu
EPsy 5243 Principles and Methods of Evaluation
(Sec 002); Credit will not be granted if credit has been received for: EDPA 5501, EPSY 5243, EDPA 5501, EPSY 5243, EDPA 5501, EDPA 5501; 3 cr; meets DELM req of classroom
Instructor: Ghere, Gail S
Description: Introduction to program evaluation. Planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

EPsy 5243 Principles and Methods of Evaluation
(Sec 001); Credit will not be granted if credit has been received for: EDPA 5501, EPSY 5243, EDPA 5501, EPSY 5243, EDPA 5501, EDPA 5501; 3 cr; meets DELM req of classroom
Instructor: STAFF
Description: Introduction to program evaluation. Planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

EPsy 5261 Introductory Statistical Methods
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Bohn, Kate
Description: Statistics is the science devoted to the study of how data are collected, organized, analyzed, and interpreted. We are surrounded by statistics on a daily basis—in newspapers, advertising claims, social science research, and government reports (to name but a few examples). Upon completion of this introductory course, we hope you will be able to: (1) think critically about statistics used in popular magazines, newspapers, and journal articles, (2) apply the knowledge you gain in order to analyze simple statistics used in research within your own field of study, and (3) design a research study, use a statistical software package to analyze the data generated from this research study, and appropriately report the conclusions of this research study. The course will cover the topics of descriptive statistics, graphing methods, data collection methods, inferential statistics (confidence intervals and hypothesis tests), chi-square, correlation, and simple linear regression. This course will use WebCT.
Class time: 20% lecture, 40% Discussion, 40% Laboratory
Work load: 20 pages of reading per week, 20 pages of writing per semester, 4 exams, 2 papers, 8 homework assignments
Grade: 30% final exam, 24% written reports/papers, 30% quizzes, 16% problem solving
Exam format: multiple-choice, final exam is take-home

EPsy 5261 Introductory Statistical Methods
(Sec 004); 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, 80% Discussion, 10% Independent learning activities
Work load: 30 pages of reading per week, 20 pages of writing per semester, 4 exams, 2 papers, weekly homework assignments, small-group assignments.
Grade: 22% final exam, 21% written reports/papers, 22% quizzes, 23% class participation, 12% Homework assignments
Exam format: multiple choice, true/false, short-answer

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

EPsy 5401 Counseling Procedures
(Sec 001); 3 cr; prereq Upper div student; meets DELM req of classroom
Instructor: Goh, Michael Pik-Bien
Description: This course is designed as an introduction to the theory
and practice of counseling. It is intended for students who have little or no training in counseling or psychology but who may need to use counseling skills in a professional capacity. The course also serves as a general overview for those who may be considering the counseling profession as a career. This course progresses from a general understanding of the helping profession and theories of counseling to a more personal aspect of counseling skill development, and practice. Instructional methods will include lecture, small group interaction, discussion, videos, and role-plays. The course and assignments provide opportunities for the student to practice his/her skills, to self-evaluate, receive initial feedback, and to reflect on a personalized approach to counseling.

Class time: 30% lecture, 40% Discussion, 30% role play

Work load: 20 pages of reading per week, 2 papers, 1 groupwork

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

EPsy 5646 Reading and Writing Practices with Deaf/Hard of Hearing Children
(Sec 001); 3 cr; prereq 5644 or general educ methods in tchg reading and writing skills, or instr consent; meets DELM req of classroom

Instructor: P. Schultz, Mary Hale

Description: This class focuses mainly on graduate students who plan to be teaching reading and writing to deaf and hard of hearing learners in grades 1-12. This course addresses current issues and best practice strategies and technology used by teachers working with deaf and/or hard of hearing students with limited and emerging language as well as with students who have developed first language. Students in this class will develop a final project which includes balanced literacy built into a theme for a given grad level. Each week one portion of this will be addressed and developed. The class is part lecture and part class projects, either theoretical or experimental.

Class time: 60% lecture, 40% Discussion

Work load: 70-100 pages of reading per week, 95 pages of writing per semester, 1 exams, 5 quizzes, 1 major paper, with weekly assignments

Grade: 48% written reports/papers, 20% special projects, 22% quizzes, 10% response to reading and research

EPsy 5649 Models of Instructional Programming With Deaf and Hard of Hearing Students
(Sec 001); 3 cr; prereq [5641, 5644] or instr consent; meets DELM req of classroom

Instructor: Drawz, Jean Leininger A

Description: The purpose of this course is to provide preservice and inservice teachers of the deaf and hard of hearing infants, children, and youth with an in depth study of the assessment, instructional interventions, policies and procedures that may be used in a variety of educational settings. An emphasis will be placed on: 1) placement and decisions making about learners with hearing loss in the array of educational services and settings; 2) the adaptation of curricula for regular use with children who are deaf or hard of hearing who participate in general education settings; 3) identification of services for deaf and hard of hearing children in educational settings; 4) the application of instructional strategies to facilitate learning; 5) the process of writing assessment summary reports and Individual Education Plans, and 6) the development of consultation strategies for regular classroom teachers, supervisors, and administrators. The course is designed for graduate students seeking licensure in the field of deaf and hard of hearing. Class instruction will use a case study approach.

Class time: 40% lecture, 40% Discussion, 20% Case studies and class projects

Work load: Portfolio development

Grade: 40% written reports/papers, 40% special projects, 10% in-class presentations, 10% class participation

Exam format: Portfolio

EPsy 5991 Independent Study in Educational Psychology
(Sec 001-004); 1-8 cr; max crs 20, 20 repeats allowed; A-F only; prereq instr consent; 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 001-054); 1-3 cr; max crs 3; 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 5960 Special Topics in Electrical Engineering III
(Sec 001); 3 cr; max crs 12, 3 repeats allowed; meets DELM req of classroom

Instructor: STAFF

Description: Special topics in electrical and computer engineering. Topics vary.

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

ESL 3102 English Grammar for Academic Purposes
(Sec 001); 4 cr; max crs 8; prereq [3101, [Non-native speaker of English, [C-TOEFL score of at least 183 or equiv]] or instr consent ; meets DELM req of classroom

Instructor: Nelson, Eric Stuart

Description: This course will help you increase your accuracy and range in English grammar. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized. Activities and regular assignments will improve your ability to analyze grammar, including your own mistakes, and to use grammar more effectively. Expect two hours preparation time for each hour of class.

ESL 3201 Advanced English Reading and Composition
(Sec 001); 5 cr; max crs 10; prereq Non-native speaker of English, [C-TOEFL score 153-180 or equiv], instr consent , dept consent ; meets DELM req of classroom

Instructor: STAFF
Description: In this course you will read articles on topics ranging from cross-cultural differences to women serving in the military. You will improve your ability to understand and discuss articles and to write and revise papers related to what you have read. In addition to informal writing, such as journals, you will write two papers that will help you improve your control of all phases of writing: idea-gathering, planning, drafting, revising, and editing.

Work load: Expect two hours preparation time for each hour of class.

ESL 3202 Academic Reading and Composition
(Sec 001); 5 cr; max crs 10; prereq [3201, Non-native speaker of English, [C-TOEFL score of at least 183 or equiv]] or instr consent; meets DELM req of classroom
Instructor: Nelson, Eric Stuart
Description: In this course you will read essays and articles on a variety of topics from a variety of sources. You will improve your ability to identify main ideas and details, analyze and critique support, and respond with your own ideas in writing and discussion. In addition to informal writing (such as journal entries), you will write two major papers: an argumentative essay and a field research paper. In the field research project, you will investigate a topic of your choice, conduct research (e.g., through a survey or interviews), analyze your findings, and present them in a report. As you design your project, analyze your findings, and draft and revise your paper, you will practice a variety of skills that will help you in your academic work. Expect two hours preparation time for each hour of class.

ESL 3302 Writing for Academic Purposes
(Sec 001); 4 cr; max crs 8; prereq [3202, non-native speaker of English, [C-TOEFL score of at least 183 or equiv]] or instr consent; meets DELM req of classroom
Instructor: Nelson, Eric Stuart
Description: In this course you will master the writing process from finding and developing ideas to drafting, revising, and editing. You will learn about a variety of types of writing. If the class includes students with specific needs (such as writing scientific and technical reports), those will be addressed. The course will emphasize refining your ability to incorporate source material into your writing; critiquing writing, including your own; and tailoring your writing according to your audience and purpose. Expect two hours preparation time for each hour of class.

ESL 3502 Academic Listening and Speaking
(Sec 001); 5 cr; max crs 10; prereq [3501, non-native speaker of English, [C-TOEFL score of at least 183 or equiv]] or instr consent; meets DELM req of classroom
Instructor: Ackerberg, Lynne B
Description: Understand lectures and academic discussions, with focus on critical listening; produce academic presentations and participate in discussions on subjects of general academic interest. Topics include cross-cultural awareness and negotiation of disagreement and misunderstanding.

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

EngL 1001W Introduction to Literature: Poetry, Drama, Narrative
(Sec 001, 008); Credit will not be granted if credit has been received for: ENGL 1002, ENGL 1001V; 4 cr; prereq [EngL 1011 or equiv]; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Weinsheimer, Joel Clyde
Description: This course will introduce you to basic forms of literature and the techniques for interpreting them. We will be studying fiction, poetry, and drama, both old and new, American and international. This is a writing-intensive course, and therefore emphasis will be placed on clear, correct, analytical writing techniques. It is designed for non-majors. Very little class time will be spent in lecture. Rather, even what is usually called "lecture" will be predominantly interactive.

Class time: 20% lecture, 80% Discussion
Work load: 10-30 pages of reading per week, 10-15 pages of writing per semester, 4 papers
Grade: 60% written reports/papers, 40% quizzes
Course URL: http://webct.umn.edu

EngL 1181W Introduction to Shakespeare
(Sec 001-004); 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: STA
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 and understand Shakespeare’s plays, focusing on the importance of the author's language and word choice. While the plays are covered primarily as written texts, they are also analyzed as scripts created for production, and attention is frequently paid to works in production and on film. Upon completing the course, students will have a solid knowledge of eight to ten plays; an appreciation for the impact that Shakespeare has had on much of the body of literature; and the tools to read and understand further of Shakespeare’s works on their own.

EngL 1201W Introduction to American Literature
(Sec 001); Credit will not be granted if credit has been received for: ENGL 1202, ENGL 1202, ENGL 1201V; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Griffin, Edward M
Description: This is not a course in the history of American literature that teaches you who wrote what, and when. The English Department’s survey courses fulfill that mission admirably. Nor is this a masterpiece course designed to familiarize you with the acknowledged classics. Rest assured, however, that you will read some masterly texts.) Nor is this a major authors course intended to teach you which writers are the most important. It is, rather, an introduction. Concentrating upon fiction and drama, it contains 2 units. In the first, you study “ Invisible Man”, “ Fences”, “ The Natural”, and “ The Bear”. In the second, you study “ The Awakening”, “The Bluest Eye”, “ The Woman Warrior”, “ The Mean Spirits”, and “ At Paradise Gate”. It is a themes, topics, and techniques course, emphasizing several significant features persistently recurring in what scholars call “ American” literature to distinguish it from other literatures written in English (“ British” or “ post-colonial” for instance). As we shall discover, “ American” is a much more contested term than it might seem, but we use it because it is the commonly accepted designation. We do not always move in strict chronological order; we mix famous and less-famous works; we read some talented-but-not-yet-celebrated writers together with the acknowledged masters. We’ll find that these writers, although often taking decidedly different positions, share certain preoccupations and themes: cultural diversity, including race, class, and gender.

Class time: 75% lecture, 25% Discussion
Work load: 120 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers, WI requires submission of drafts and revisions
Grade: 40% final exam, 45% written reports/papers, 15% class participation
Exam format: Two essays and short matching portion

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
of language attitudes, and the conflict between literacy and orality. The course teaches the specific terminology and methodology of the field of linguistics, and gives students experience in collecting and assessing data. It culminates in the undertaking of a research project on a particular issue in the field, with recent topics ranging from the language of older Swedish-American immigrants to the representation of sexual orientation in language patterns.

EngL 1910W Topics: Freshman Seminar
(Sec 001); 3 cr; A-F only; prereq freshman; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Schumacher, Julie
Description: Students in this introductory literature and writing class will read, discuss, and analyze a series of 20th century dystopian (or anti-utopian) novels. How do the social and political nightmares in the fictional societies depicted in these books begin? What particular fears do they seem to spring from? Do these novels serve as warnings? Entertainment? Or both? This is a "Writing Intensive" course: students will learn to write strong, elegant, clear and grammatical correct essays. Revision is an integral part of the class. Grading will depend chiefly on the quality of written assignments. Note: This class meets the CLE requirement for a "Writing Intensive" class.
Class time: 10% lecture, 90% Discussion
Work load: 100 pages of reading per week, 25 pages of writing per semester, 1 exams, 5 papers
Grade: 80% written reports/papers, 10% quizzes, 10% in-class presentations
Exam format: essay

EngL 3001W Textual Analysis: Methods
(Second 003); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, 4 cr; A-F only; English major or minor or premajor or BIS/DIM-English; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Ross Jr, Donald
Description: This is a course chiefly for majors, minors, or premajors in English language and literature. Other students who are considering an English major, or who are just interested in literary study may find this course helpful and interesting. The course's main focus is on training and practice in the analysis of various literary forms, with special emphasis on poetry. Practice includes the use of argument, evidence, and documentation in literary papers. The course also provides an introduction to some major trends in contemporary criticism, as well as to the terminology that critics and scholars use to describe the forms and styles of literary works. While it is impossible to anticipate all the reading, speaking, and writing assignments you will encounter in advanced English courses, this course will provide you with some basic concepts and vocabulary and frequent practice in practical criticism, as well as some guidance in seeing literature in the light of various critical approaches. (English 3002 provides a more thorough introduction to modern literary theory.) Most of the assignments are explained in a packet which is available from

This information is accurate as of: 10/27/2005 at 2:13 PM

Engl 1501W Literature of Public Life
(Sec 001, 008-009); 4 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: This course explores the intersection between literature and public life. Literature has been a primary means by which Americans together have imagined, defined, and questioned their common identity, and literature allows us to engage (though enlarging our capacity for empathy, articulation, and understanding) other citizens with whom we share all kinds of spaces. What are some major issues and conflicts that have shaped our institutions and values of public life? What are the terms that have developed and evolved over time by which Americans seek to define freedoms and responsibilities of citizenship? How do personal stories become part of the public stage? This class addresses these and other questions about the dimensions, history, and quality of civic engagement in the U.S. and will attempt to engage the ideas of citizenship. We will do this through reading and discussion of some important literary and historical texts, spanning the history of this country. First, we will examine the ways in which forms of literature-serials, 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 1601W English Language and Society
(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Students learn how and why these linguistic variations come into being, and how they play into some of the major issues of the day: the "English Only movement," ebonics, the role of education in the shaping
Paradigm Copy Center, in the Dinky Dome building. Eight graded writing assignments are listed in the syllabus-they will be the bulk of your final grade. There will be various ungraded writing assignments throughout the term, some in class; you must do all but two in order to retain your earned letter grade.

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

**Work load:** 50+ pages of reading per week, 30 pages of writing per semester, 8 papers

**Grade:** 90% written reports/papers, 10% class participation

**Exam format:** no exams

**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, ENGL 3001V, ENGL 3001V, 4 cr; A-F only; English major or minor or premajor or BIS/IDIM-English; meets CLE req of Writing Intensive; meets DELM req of classroom*

**Instructor:** Treuer, David Robert

**Description:** Literature is meant to be enjoyed. If a first reading does not bring pleasure to the reader there is no reason to read the book again and even less reason to think about that book. If the book or set of books brings pleasure then the next question one asks is: what does the book mean? and how do I interpret it? This course will satisfy both of requirements. We will read a few modern masterpieces (Toni Morrison's Beloved, Gabriel Garcia Marquez' One Hundred Years of Solitude, and Jose Saramago’s Blindness) and then, as a group, we will explore a variety of different approaches in an attempt to interpret these novels, including close reading, historical analysis, poststructuralist theory, Freudian literary theory, and deconstruction, to name a few. Do these theories and theoretical approaches help us? Do they explain the literature at hand? Or do they only serve themselves? In our investigations we will read poetry, essays, criticism, and other novels in order to understand these wonderful books. The end result will be the partial mastery of a few truly magnificent novels and the language necessary to describe them.

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

**Work load:** 100-200 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers, 7 bi-weekly papers; one long paper 8-12 pp.

**Grade:** 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% class participation, 0% bi-weekly papers

**EngL 3002 Modern Literary Criticism and Theory**

*(Sec 001); Credit will not be granted if credit has been received for: ENGL 3802, ENGL 3002, ENGL 3002, ENGL 3002, 3 cr; prereq CRHONI honors; meets DELM req of classroom; meets HON req of Honors*

**Instructor:** Ismail, Qadri M

**Description:** Theory is about thinking in the abstract. Or, in other words, the usefulness of concepts. This class will focus on understanding some concepts critical to thinking about both literature and our present epistemological moment. Some - like plot, character, narrative - are very old. Others - like the subject, agency, class, history, culture, literature itself - emerged, even if this is not generally acknowledged, only with the enlightenment. Still others - like the unconscious, text, discourse, interpellation, difference - emerged even more recently, generally in opposition to concepts of the enlightenment. We will examine as many as possible; but the focus of the class will be on the cardinal categories of what has become known as post-structuralism.

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

**Work load:** 50 pages of reading per week, 2 exams, 3/4 short in-class writing assignments

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

**Exam format:** essay

**EngL 3003W Historical Survey of British Literatures I**

*(Sec 001, 010); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom*

**Instructor:** Farber, Lianna

**Description:** An introduction to the study of British literature from the Middle Ages through the 18th century. Emphasis on lyric and narrative poetry; several plays are also included.

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

**EngL 3004W Historical Survey of British Literatures II**

*(Sec 001, 010); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom*

**Instructor:** Goldberg, Brian B

**Description:** This course will provide a survey of British and postcolonial literature from the late eighteenth century to the present.

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

**EngL 3005W Survey of American Literatures and Cultures I**

*(Sec 001-003); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom*

**Instructor:** STAFF

**Description:** English 3005 surveys American literature from first European contact to 1860. In a fascinating intersection between literature and history, the course examines a wide variety of texts on a
EngL 3007 Shakespeare
(Sec 001); 4 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Treuer, David Robert
Description: English 3007 surveys American literature from 1860 to the present day. As a survey of American literature the course will investigate a principle paradox of national literature: how does a country, in this case America, constitute itself and define its reality through the creation and consumption of imagined, fictional, worlds? On our way to answer this question we will read poetry, drama, essay, short fiction, and novels.

Class time: 30% lecture, 60% Discussion, 10% in-class writing
Work load: 50-150 pages of reading per week, 15-20 pages of writing per semester, 4 papers, Each student will act as discussion leader (as part of a team of 3 or 4) once during the semester. The reading load will vary depending on the genre of literature (for example, novels will require more reading per week than poetry or letters).

Grade: 60% written reports/papers, 30% class participation, 10% in-class writing and informal response papers

EngL 3006W Survey of American Literatures and Cultures II
(Sec 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: Treuer, David Robert
Description: English 3006 surveys American literature from 1860 to the present day. As a survey of American literature the course will investigate a principle paradox of national literature: how does a country, in this case America, constitute itself and define its reality through the creation and consumption of imagined, fictional, worlds? On our way to answer this question we will read poetry, drama, essay, short fiction, and novels.

Class time: 75% lecture, 25% Discussion
Work load: 100-200 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers, writing includes bi-weekly reaction papers and one 8-12 pp. paper

Grade: 20% mid-semester exam(s), 20% final exam, 10% class participation, 30% final paper; 20% reaction papers

EngL 3007 Shakespeare
(Sec 004); 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: Hirsch, Gordon D !Morse Alumni Award!!
Description: What makes the plays of William Shakespeare popular and interesting nearly 400 years after his death? We will read and discuss about nine Shakespeare plays in an effort to answer this question. The readings will represent a variety of genres and the chronological range of Shakespeare's career as a playwright. Likely readings might include "Romeo and Juliet," "A Midsummer Night's Dream," "Richard II," "Twelfth Night," "The Merchant of Venice," "Hamlet," "King Lear," "The Winter's Tale," and "Antony and Cleopatra." Students will be asked to attend two live performances (if available) and write reviews. The course is required for English majors, but non-majors are welcome too.

Class time: 25% lecture, 75% Discussion
Work load: 30 pages of reading per week, 15 pages of writing per semester, 5 papers, class participation

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

EngL 3007 Shakespeare
(Sec 003); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Luke, David B
Description: A survey of Shakespeare's plays encompassing his major periods and genres. The course will study his plays from historical, philosophical, and psychological perspectives with further consideration of issues of language and theater. The plays will be ROMEO AND JULIET, A MIDSUMMER NIGHT'S DREAM, RICHARD II, HENRY IV, PART ONE, MACBETH, KING LEAR, and ANTONY AND CLEOPATRA.

Class time: 75% lecture, 15% Discussion, 10%
Work load: 75 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers

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

Exam format: analysis of passages and/or essays
designed proposals. To that end, the course will familiarize you with everything from search engines to evaluation designs. It is intended for students at all levels as well as individual grant seekers and fundraisers. No prerequisite.

**Class time:** 40% lecture, 40% Discussion, 20% Online database searches

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

**Grade:** 80% written reports/papers, 5% special projects, 5% in-class presentations, 10% class participation

---

**EngL 3090H Honors: General Topics: Monsters, Marvels, & Uncanny in Western Tradition**

(lec 001) 3 cr; max crs 9, 3 repeats allowed; A-F only; meets DELM req of classroom; meets HON req of Honors

**Instructor:** Scheil, Andrew

**Description:** This course will explore the ancient literary impulse to fill the outer limits of the world and the mind with monstrous shapes, marvels and disturbing forms of the uncanny. Our subject will be the literary traditions that inform the shaping of a disturbing world running parallel to mundane existence, a world with divergent rules and logic. This is not the miraculous and numerous sphere of religious comfort and consolation, angels, saints, miracles and the afterlife; instead, our concern will be with a side of human experience falling more deeply into shadow. Focusing on selected texts from the ancient world to the present, Homer's Odyssey to The Matrix, we will explore the literary representation of monsters and monstrosity, gods and giants, marvels, magic and dreams, human transformation and transcendence of the body, witches, cannibalism, the macabre and the grotesque, journeys to the Otherworld and beyond.

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

**Work load:** 80-100 pages of reading per week, 20-25 pages of writing per semester, 2 papers

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

---

**EngL 3110 Medieval Literatures and Cultures: Intro to Medieval Studies: Dream Visions**

(lec 001) 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

**Instructor:** Krug, Rebecca L

**Description:** The course explores one of the most important and intriguing genres of medieval literature, the dream vision. In this course we will explore the relationship between dreams and writing as represented in literature written before 1500. Why did writers including Chaucer and Dante draw so heavily on the dream in their works? Is medieval dreaming different from modern dreaming? Do dreams, as described in literature from the period, reveal or obscure the truth? Texts to be discussed may include Chaucer's Book of the Duchess, Dante's Inferno, selections from Malory's Death of Arthur, Piers Plowman, Pearl, and several anonymous "journeys to the otherworld" (purgatory, hell). No prior knowledge of Middle English is required. This course is designed to introduce students to the exciting challenges of medieval literature.

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

**Work load:** 10-50 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers, circulation of discussion questions; group work; quizzes; presentation of research

**Grade:** 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 5% quizzes, 5% class participation

**Exam format:** multiple choice; identification; short answer ; essay

---

**EngL 3133 Stuart England: 17th-Century Literature and Culture**

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

**Instructor:** Watkins, John

**Description:** Seventeenth-century England witnessed the cultural and political revolutions that created the modern world. Science challenged religion; Parliament warred with the king; women created new positions for themselves within the literary system; and England embarked upon a trading expansion that laid the basis for its future empire. New literary forms heralded these changes as royalty took to the private stage in Ben Jonson's masques and Londoners perused the first newspapers. By the end of the century, the first novels appeared, often in the form of "secret histories" filled with the scandals of the day. This course will survey the literary and cultural legacy of this momentous time with particular attention to John Donne and the other metaphysical poets: Ben Jonson and his Cavalier descendants; early scientific writing by Francis Bacon, Thomas Browne, and Robert Burton; religious meditations by Aemilia Lanyer and other women writers; and the deliciously morbid theater of John Webster.

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

**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 3 papers

**Grade:** 90% written reports/papers, 10% class participation

---

**EngL 3141 The Restoration and the Eighteenth Century**

(lec 001) Credit will not be granted if credit has been received for: ENGL 5140, ENGL 5140; 3 cr; A-F only; meets DELM req of classroom

**Instructor:** Haley, David B

**Description:** EARLY MODERN BRITISH COMEDY: For this reading course, twelve plays have been chosen to illustrate the variety of British comedy from the Restoration of monarchy in 1660 down to the American Revolution a century later. Congreve, England's greatest comic writer after Shakespeare, is the transitional figure in this brilliant dramatic literature. Springing from courtly traditions, early modern comedy reaches maturity with the emergence of female playwrights and the rise of our modern bourgeois culture that produced a gendered society and the romantic novel.

**Class time:** 33% lecture, 67% Discussion

**Work load:** 50 pages of reading per week, 10-12 pages of writing per semester, 1 papers, Besides a term 2000-word term paper, two or more written reports are required.

**Grade:** 50% written reports/papers, 25% quizzes, 25% class participation

**Course URL:** http://english.cla.umn.edu/faculty/haley/haley.htm

---

**EngL 3221 American Novel to 1900**

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

**Instructor:** Ross Jr, Donald /UC Outstanding Teaching Award!!


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

**Work load:** 125+ pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers, One page weekly response papers

**Grade:** 20% final exam, 50% written reports/papers, 20% quizzes

**Exam format:** Essay

---

**EngL 3300 Multicultural American Literatures and Cultures: Introduction to Contemporary Black Fiction**

(lec 001) 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom

**Instructor:** Fitcher, Pamela Renea

**Description:** In AFRO 3594/ENGL 3303, "The Hybridization of Literature and Oral Tradition," we will examine postmodern novels whose narrative form are informed and infused by folk language, particularly storytelling, and music, notably the blues (the foundation of American classical music [jazz], gospel, rock and roll, R&B, and hip hop). The form is more than it's phraseology; it's the blue notes, the rhythm, and the beats revealed in the way a sentence is written and the way a word or phrase is used; the same blue notes, rhythm, and
This information is accurate as of: 10/27/2005 at 2:13 PM
EngL 3960W Senior Seminar: Black Women Writers of the United States
(Sec 007); 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Wright, Michelle M
Description: In 19th, 20th and 21st century mainstream American discourses, Black women have often been described or produced as an aberration of "normal" femininity. Whereas black men were and are often stereotyped as hypermasculine (and therefore need to be "controlled"), black women were and are still portrayed as willing agents of their objectification and subordination, the two most famous justifications being the sly, oversexed prostitute and the eternally cheerful, subservient Mammy. While both black men and women are familiar with the practice of racism, their perceived gender status means they will often experience that racism in different ways—and will therefore choose to respond to it in different ways. The goal of this seminar is to discover how black women writers of the U.S., from Phillis Wheatley to Toni Morrison, have approached, discussed and imagined their place in the America landscape in essays, poetry, novels and songs, from slavery to Emancipation, Civil Rights, Black Power and the Age of Condoleezza Rice. This class will be reading and writing intensive with a focus on writing and revising your senior project as well as weekly writing assignments.
Class time: 30% lecture, 70% Discussion
Work load: 200 pages of reading per week, 27 pages of writing per semester
Grade: 70% written reports/papers, 20% class participation, 10% Attendance
Exam format: No exam

EngL 3605 Social Variation in American English
(Sec 001); 4 cr; credit will not be granted if credit received for: 3605W; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Escure, Genevieve J
Description: This course explores the sociohistorical context of language variation with particular attention to the varieties of English spoken in North America, Central America and the Caribbean. Equal attention is given to standard forms of English spoken in various parts of the United States and Canada, and to other varieties or dialects spoken by minority and immigrant groups, including African American English and Spanglish, as well as English-based creoles spoken in the Caribbean and Central America. Language is viewed as a dynamic process reflecting continued linguistic and social change, and greatly influenced by social factors such as socio-economic status, ethnicity, age and gender, as well as stylistic context. An outline of prominent linguistic features (phonological, syntactic and lexicogrammar) differentiating standard from nonstandard varieties is presented. The focus is on recent research, applying a critical approach to data analysis and developing skills in employing the data in sociolinguistic argumentation. This course helps students develop research skills and critical thinking in culturally diverse U.S. contexts as well as in international contexts restricted to ethnically and linguistically related Central American and Caribbean groups (African-Americans, Native Americans and Latinos, as well as other groups traceable to Europe).
Class time: 40% lecture, 40% Discussion
Work load: Students submit written reviews/critiques of required articles, written project proposals, regular research updates and preliminary drafts of their final research paper.
Grade: 0% The course grade is based on quality of research, critical/analytical skills (including self-evaluation) and writing ability.

EngL 4722 Alphabet to Internet: History of Writing Technologies
(Sec 001); 4 cr; credit will not be granted if credit received for: 3633; meets DELM req of classroom
Instructor: Hancher, Michelle D
Description: Technologies of writing -- the alphabet, handwriting, printing, and electronic text -- and their cognitive and social consequences. Topics include writing and memory; literacy, power, and control; printing, language, and national identity; alphabetization and other ways of ordering the world; secrecy, privacy, and publicity; typography, legibility, and design; theories of technological determinism; the future of reading after the internet. Readings will range from Homer and Plato to the most recent issue of Wired magazine. The course will be web enhanced at https://vista.umn.edu/webct.
Class time: 40% lecture, 60% Discussion
Work load: 60 pages of reading per week, 15 pages of writing per semester, 3 papers, 5 Online comments on readings
Grade: 65% written reports/papers, 10% in-class presentations, 15% class participation, 10% online comments on readings

EngL 5110 Readings in Middle English Literature and Culture: Dream Visions
(Sec 001); 3 cr; max hrs 9, 3 repeats allowed; prereq Grad student or instr consent; credit will not be granted if credit received for: 5210; meets DELM req of classroom
Instructor: Krug, Rebecca L
Description: The course explores one of the most important and intriguing genres of medieval literature, the dream vision. In this course we will explore the relationship between dreams and writing as represented in literature written before 1500. Why did writers including Chaucer and Dante draw so heavily on the dream in their works? Is medieval dreaming different from modern dreaming? Do dreams, as described in literature from the period, reveal or obscure the truth? Texts to be discussed may include Chaucer's Book of the Duchess, Dante's Inferno, selections from Malory's Death of Arthur, Piers Plowman, Pearl, and several anonymous "journeys to the otherworld" (purgatory, hell). No prior knowledge of Middle English is required. This course is designed to introduce students to the exciting challenges of medieval literature.
Class time: 20% lecture, 80% Discussion

EngL 5140 Readings in 18th Century Literature and Culture: Early Modern British Comedy 1660-1880
(Sec 001); Credit will not be granted if credit has been received for: ENGL 3141, ENGL 3141; 3 cr; prereq Grad student or instr consent; credit will not be granted if credit received for: 5210; meets DELM req of classroom
Instructor: Haley, David B
Description: EARLY MODERN BRITISH COMEDY: For this reading course, twelve plays have been chosen to illustrate the variety of British comedy from the Restoration of monarchy in 1660 down to the American Revolution a century later. Congreve, England's greatest comic writer after Shakespeare, is the transitional figure in this brilliant dramatic literature. Springing from courtly traditions, early modern comedy reaches maturity with the emergence of female playwrights...
and the rise of our modern bourgeois culture that produced a gendered society and the romantic novel.

**Course URL:** http://english.ctl.umn.edu/faculty/haley/haley.htm

EngL 5510 Readings in Criticism and Theory: Theories of Globalization

*(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq grad or inst consent; credit will not be granted if credit received for: 5150; meets DELM req of classroom*

**Instructor:** Brennan, Timothy

**Description:** “Globalization” is both a very familiar and a very blurry term. In spite of its fashionability, it has been around for some time, and is not likely to disappear soon. Even very basic work in the humanities and social sciences today virtually demands that we understand the term’s origins and scope in order to speak meaningfully about such fundamental things as identity, interdisciplinarity, and the economy. Globalization seems both to hold out hope for the creation of new communities and unforeseen solidarities and to be merely an economy. Globalization seems both to hold out hope for the creation of new openness to the foreign and the out-of-reach, or only a kind of veiled Americanization? Our first order of business, then, will be to clarify the terms of the globalization debate and locate them historically. Whatever else we accomplish, we will set out to demystify globalization’s bewailing corollaries. For example, what do we mean by the term “modernity”? Is there a “culture of capitalism”? How is “cosmopolitanism” as a desired ethical state related to “globalization” as an economic forecast? Are internationalism and globalization names for the same thing, or are they incompatible? The course will be structured around some of the following themes: Space/Place; “Cities, Circuits, Webs;” “Citizenship, Diaspora, and the State”; the “Spectral Media” of virtual globalization; and the economic images and underpinnings of cultural theory; “Meta-exchange, Finance, Value, Speed.”

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

**Work load:** 40 pages of reading per week, 20 pages of writing per semester, 2 papers

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

EngL 5711 Introduction to Editing

*(Sec 001); 4 cr; credit will not be granted if credit received for: 5401; meets DELM req of classroom*

**Instructor:** Zuckerman, Jeffrey Jay

**Description:** This course is an introduction to the editing process--specifically, learning about the editor-author-publisher relationship, with an emphasis on building skills in basic copyediting, style, grammar, and mechanics. We focus primarily on nonfiction editing; assignments vary from newspaper and magazine articles to academic editing and, briefly, fiction editing. Professional editors from the community visit on several occasions. The course texts include “The Chicago Manual of Style” and several copyediting textbooks. Weekly practice homework assignments are given. There are two midterm exams and one final. Each has two parts: a take-home portion, in which students have one week to edit an article and query the author, and an in-class portion, in which students show their knowledge of mechanics, grammar, and style in a deadline-driven (and open-book) publishing environment.

**Email access is required.**

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

**Work load:** 75 pages of reading per week, 3 exams

**Grade:** 45% mid-semester exam(s), 35% final exam, 20% class participation

**Exam format:** 2 midterm exams worth approx. 45% total. Participation grade includes attendance and homework.

EngL 5712 Advanced Editing

*(Sec 001); 4 cr; prereq 5401 or 5711 or dept consent; credit will not be granted if credit received for: 5402; meets DELM req of classroom*

**Instructor:** Burnham, Laurie

**Description:** This course is designed for those who are considering an editorial career, or are simply curious (as many writers are) about the publishing process. We will spend the semester dissecting the job of book editor, looking at acquisitions (finding good books, striking deals with agents, drafting contracts;) manuscript development (turning straw into gold, catering to both author and reader;) the author-editor relationship; production (cover design, typeface, trim size;) and marketing (writing jacket copy, seeking blurbs, getting reviews.) Emphasis will be placed on current trends in tradebook publishing, and students are expected to actively participate in classroom discussions. By semester’s end, students should be comfortable with a range of editorial tasks and be able to think critically and strategically about prospective book projects. Assignments include a significant editing project as well as the presentation of an original editorial plan to the class.

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

**Work load:** 50-100 pages of reading per week, 2 papers, 2-3 short writing projects less than 3 pages each

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

**Exam format:** Final project; no final exam

EngC 1011 University Writing and Critical Reading

*(Sec 001-018); 4 cr; prereq 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, thinking, and argument, the course teaches students how to discover and create knowledge by generating questions, investigating issues, and supporting their informed opinions. Although sections will differ according to the instructor’s individual approach, students will receive substantial feedback on their writing through writing workshops, instructor comments, and conferences. Students learn how to: (1) Use writing and reading to communicate, describe, analyze, and persuade. (2) Read critically to identify an author’s audience, purpose, arguments, and assumptions. (3) Approach writing as a series of tasks that need collaboration with others and multiple drafts. (4) Make appropriate choices about content, rhetoric, structure, vocabulary, style, and format. (5) Develop strategies for generating and organizing ideas and arguments, revising, editing, and proofreading. (6) Locate and evaluate secondary sources; integrate sources with one’s own ideas; document sources appropriately. (7) Write comfortably using the conventions of standard written American English.

**Work load:** 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

**EngC 1011H Honors: University Writing and Critical Reading**

*(Sec 001); 4 cr; prereq Honors; meets DELM req of classroom; meets HON req of Honors*

**Instructor:** STAFF

**Description:** See description for EngC 1011

**Work load:** 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

EngC 1012 University Writing and Critical Reading: Perspectives on Multiculturalism

*(Sec 001-012); 4 cr; EngC 1012 does NOT meet CLE requirement of CLE Cultural Diversity theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom*

**Instructor:** STAFF

**Description:** This course is EngC 1011 (please see the course description for EngC 1011) with a thematic focus. This course fulfills the Freshman Writing Requirement. Students explore race, nation,
gender, and identity. Students might write "cultural diversity" autobiographies, research cultural resources on campus, view a film and write a review critiquing the ways it represents ethnic groups, or engage in persuasive writing for political action. In addition to the objectives for EngC 1011, a student in 1012 will learn how to: describe how various groups have contributed to the nation's culture; analyze the traditions of people from diverse backgrounds; create arguments about how differences in race, ethnicity, and gender structure experience and influence social interactions. **Work load:** 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester through multiple drafts

**EngC 1014 University Writing and Critical Reading: Contemporary Environment**
(See 001-007); 4 cr; EngC 1013 does NOT meet CLE requirement of CLE Environment theme.; meets CLE req of Environment Theme; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course is EngC 1011 (please see the course description for EngC 1011) with a thematic focus. This course fulfills the Freshman Writing Requirement. Students learn about arguments that shape our understanding of the natural world and our responsibility to it. Students might write nature journals, book reviews, and political action letters. Classes might take field trips, such as a walking tour of the Mississippi River, an exhibit of nature paintings at an art museum, or the Raptor Center and other sites on the St. Paul campus. In addition to the objectives for EngC 1011, a student in 1013 will learn how to: describe the environmental implications of development and technology; analyze how public policy issues have technical, legal, and political dimensions; create arguments about the historical and long-standing ethical issues regarding human interaction with the environment.

**Work load:** 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester through multiple drafts

**EngC 1016 University Writing and Critical Reading: Perspectives on Globalization**
(See 001-006); 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 explicitly address important cultural, political, diplomatic and other interdependencies in today's world. Students will explore "hot issues" as well as historical patterns evidenced in current literature, media reports and analysis in order to help them understand how events, perspectives, and attitudes affect the global community. Activities might include the following:

- reading, discussion, and critique of articles and international newspapers; viewing of and response to films; writing from various cultural perspectives to analyze events around the world and to recognize interconnections.
- **Work load:** 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester through multiple drafts

**EngC 1016 University Writing and Critical Reading: Community Learning and Civic Engagement**
(See 001); 4 cr; prereq 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 penmanship, 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 1021V Intermediate Expository Writing**
(See 001-003); 4 cr; A-F only; prereq [1011 or 1012 or 1012H or 1013 or 1013H or 1014 or 1014H or 1015 or 1016 or GC 1422 or GC 1423 or GC 1424 or Rhet 1101 or exemption from fr writing req], [honors placement in category 2 or 3]; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors

**Instructor:** STAFF

**Description:** Focuses on the range of choices academic writers make based on audience, purpose, and context. Emphasis on selecting and limiting topics. Emphasizes effective use of University Libraries, including locating, evaluating, and using scholarly sources. Reading and writing assignments aim to extend and clarify arguments, and to improve control over writing through revision and reflection.

**Work load:** 20 pages of reading per week, 15-20 pages of formal writing per semester through multiple drafts

**EngC 1021W Intermediate Expository Writing**
(See 001); 4 cr; prereq 1011 or 1012 or 1013 or 1014; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Focuses on the range of choices academic writers make based on audience, purpose, and context. Emphasis on selecting and limiting topics. Emphasizes effective use of University Libraries, including locating, evaluating, and using scholarly sources. Reading and writing assignments aim to extend and clarify arguments, and to improve control over writing through revision and reflection.

**Work load:** 20 pages of reading per week, 15-20 pages of writing per semester, 4 papers, 15-20 pages of formal writing per semester through multiple drafts

**EngC 3027W Advanced Expository Writing**
(See 001-005); 4 cr; prereq Completion of freshman writing req; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This is a course for students ready to face more challenging assignments and deepen their comfort and skill with
writing. The instructor helps the student develop more sophisticated research strategies and experiment with more creative stylistic choices. Assignments might include autobiographies, critical comparisons, reviews of articles or books, cultural analyses, persuasive essays, and annotated bibliographies. Students in this course learn to: Generate topics and develop essays with greater independence than they exercised in freshman composition. Write for multiple audiences -- academic and non-academic -- making appropriate decisions about content, rhetoric, structure, vocabulary, style, and format. Write creative non-fiction and other genres incorporating complex description and analysis. Analyze the conventions and styles of writing in their major field. Experiment with new and more sophisticated writing strategies and styles.

**Work load:** 20-30 pages of reading per week, 15-20 pages of writing per semester, 4 papers

**EngW 3029W Professional Writing**
(Sec 001); 3 cr; prereq Daily access to e-mail; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** How to write for various professional purposes/audiences, using appropriate styles, tones, and organizational elements. Potential genres include memos and email, formal correspondence, proposals, feasibility studies, job search portfolios, progress reports, annotated bibliographies. Broader issues of professional literacy.

**Class time:** 20% lecture, 40% Discussion, 40% Writing Workshop

**Work load:** 20 pages of reading per week, 15-20 pages of writing per semester, 4 papers, Major assignments will move through multiple drafts.

**Grade:** 80% written reports/papers, 10% in-class presentations, 10% class participation, 0% Percentages may vary slightly from term to term.

**EngW 1101W Introduction to Creative Writing**
(Sec 001); 4 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Fitzgerald, Maria J

**Description:** Introduction to writing poetry, fiction, and literary nonfiction. If you want to be a writer, this is the place to start. If you’re not sure creative writing is a vocation for you, but want to improve your writing skills, become a sharper reader, and understand the creative process better, this class is also for you. The class will focus on students’ individual writing through in-class exercises, take home assignments, small group workshop 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:** Introductory course in the art and craft of reading and writing fiction. Students will read and analyze contemporary and classic works of poetry while also constructing and revising their own poetry. Some short papers may be assigned, as well as attendance at a literary reading. Students will turn in a final portfolio of poems at the end of the semester. This course is recommended for students who have taken 1101 or at least one other poetry course.

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

**Work load:** portfolio of poems and revisions

**Grade:** 25% written reports/papers, 50% class participation, 25% portfolio of poems

**EngW 1103 Introduction to Poetry Writing**
(Sec 001, 002); 3 cr; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Introductory course in the art and craft of reading and writing poetry. Students will read and analyze contemporary and classic works of poetry while also constructing and revising their own poetry. Some short papers may be assigned, as well as attendance at a literary reading. Students will turn in a final portfolio of poems at the end of the semester. This course is recommended for students who have taken 1101 or at least one other poetry course.

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

**Work load:** portfolio of poems and revisions

**Grade:** 25% written reports/papers, 50% class participation, 25% portfolio of poems

**EngW 1104 Introduction to Literary Nonfiction Writing**
(Sec 001, 002); 3 cr; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Introductory course in the art and craft of reading and writing literary nonfiction. Students will read and analyze contemporary and classic nonfiction literary works (essays, memoir) and also construct and revise their own nonfiction pieces. Some short papers, attendance at a literary reading and a final portfolio of literary nonfiction.

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

**EngW 3102 Intermediate Fiction Writing**
(Sec 001, 002); 3 cr; prereq 1101 or 1102 or dept consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Intermediates level course is for students 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 3104 Intermediate Poetry Writing**
(Sec 001, 002); 3 cr; prereq 1101 or 1103 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 3105 Advanced Poetry Writing**
(Sec 001); 4 cr; prereq 3104 or dept consent; meets DELM req of classroom

**Instructor:** Browne, M D ICCE Distinguished Tchg Award; CLA Distinguished Tchg Awd; Morse Alumni Award!!

**Description:** This is an advanced workshop for undergraduate poets who are increasingly committed to the writing of poetry. We will focus on critiques of your poems and expand a variety of ways of revising them. Other activities include writing exercises (both in-class and take-home), memorizing, open readings, frequent brief reports on different aspects of poetry and prosody, attendance at poetry readings, a final creative project, and the like.

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

**EngW 3106 Intermediate Literary Nonfiction Writing**
(Sec 001, 002); 3 cr; prereq 1104 or dept consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This intermediate level course is for students who have an avid interest in the varied forms of literary nonfiction: memoir,
essay, biography, etc. Students will read and analyze contemporary and classic nonfiction work while also constructing and revising their own nonfiction writing. Written comments on student work, workshop participation, attendance at a literary reading and a final portfolio of nonfiction writing.

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

**EngW 3960W Writing Workshop for Majors: Fiction and Nonfiction (Sec 001):** 4 cr; prereq Engl major, 6 cr of EngW [including 3xxx appropriate for workshop genre], [jr or sr], major adviser approval, dept consent; meets DELM req of Writing Intensive; meets DELM req of classroom

**Instructor:** Tevis, Joni LeAnn  
**Description:** This advanced course is designed for students with a strong background in fiction, or essay, writing and reading. Final projects will consist of new work written during the semester. We will read and critique work by students, as well as by published contemporary authors. Craft tutorials, discussions of literature, and manuscript assessment will serve as the mainstays of our work together. 100% discussion. Approximate workload of 75 pages of reading per week, and 35 pages of written work, generated during the semester.

**Class time:** 100% Discussion

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

**Instructor:** STAFF  
**Description:** A hands-on advanced workshop for students with experience in creative writing and/or a working knowledge of basic screenplay format. Students' scripts-in-progress may be either a complete short film or an excerpt from a feature-length film. Class projects will consist of new work written during the semester. We will read and critique work by students, as well as by published contemporary authors. Craft tutorials, discussions of literature, and manuscript assessment will serve as the mainstays of our work together. 100% discussion. Approximate workload of 75 pages of reading per week, and 35 pages of written work, generated during the semester.

**Class time:** 100% Discussion

**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 5021 Insect Taxonomy and Phylogeny (Sec 001):** 4 cr; meets DELM req of classroom

**Instructor:** Holzenthal, Ralph W  
**Description:** This course covers evolution, classification, identification of orders and families of adult insects. The objectives are: 1. To familiarize the student with the characteristics used in the identification of adult insects to a family. 2. To familiarize the student with the techniques of collecting and curating insects and with reconstructing phylogenies. Text: Borror, D.J., C.A. Triplehorn, N.F. Johnson. 1989. "An Introduction to the Study of Insects", 6th ed. Saunders College Publishing.

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

**Work load:** 2 exams, Four lab quizzes  
**Grade:** 33.3% mid-semester exam(s), 33.3% final exam, 33.3% quizzes  
**Exam format:** Essay

**Ent 5361 Aquatic Insects (Sec 001):** 4 cr; A-F only; prereq instr consent; meets DELM req of classroom

**Instructor:** Ferrington, Leonard C  
**Description:** This course is designed for upper level undergraduate (junior and senior) and graduate students with interests in General Biology, Entomology, Aquatic Ecology, Limnology, Water Resources or Conservation Biology. Course content includes lectures, independent readings, and laboratory and field exercises. Students with no previous formal training in Entomology are encouraged to enroll, as an overview of basic entomological concepts will be presented during the first few weeks of class. The text will be Merritt & Cummins (eds), &quot;An Introduction to the Aquatic Insects of North America&quot; and &quot;Third Edition&quot; (1996), and photocopies of selected journal articles will be provided. Lectures will focus on taxonomy, external morphology, life cycles, mating and foraging behaviors, evolution and natural history of insect orders with aquatic species. Lab work will consist of learning to use identification guides and published keys to identify aquatic insects to Order, family, and in some instances, genus. Field exercises will consist of general collecting methods for lake and stream or river sampling, plus qualitative surveys of local habitats. Uses of aquatic insects in determining water quality and impact of pollutants will also be discussed. A collection of aquatic insects, identified to family, is required. This class is web enhanced. URL will be provided first day of class.

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

**Work load:** 25 pages of reading per week, 2 exams, Lab quizzes and a final exam

81
Environment and Natural Resources

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

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

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

ENR 3021 Ecological Vegetation Management: a Consulting Approach (Sec 001); Credit will not be granted if credit has been received for: NRES 5021, NRES 5021, NRES 5021, NRES 5021, ENR 5021, ENR 5021, ENR 5021; 3 cr; prereq Biol 3407 or EEB 3001 or FR 3104 or equiv; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Zenner, Eric K
Description: Ecological Vegetation management (EVM) aims to meet human needs from managed vegetation types (forests, farms, etc) while also increasing natural capital - i.e., the quantity and quality of the natural resource base that supports and surrounds any managed vegetation. Increasingly, society demands EVM. The foundation for EVM is a solid background in the basic sciences (math, biology, chemistry, physics) plus a working understanding of the systems with which a project deals. In this course, we examine some fundamental ecological principles that form the basis of ecological vegetation management (EVM). Lectures introduce you to the defining characteristics and maintaining processes, typical objectives, tools, and constraints of various vegetation systems. We then apply ecological principles to consider management approaches appropriate for vegetation management and restoration projects in agriculture, prairies, wetlands, forests, and urban ecosystems. There will be considerable reading and quizzes. We will use case studies and guest lectures to learn how EVM-projects are approached and what information sources are available. Managing EVM projects, however, requires a synthesis of ecological knowledge, management objectives, regulatory and compliance rules, and temporal and fiscal limitations. As a process, it is best learned through example and practice. You will develop a protocol for the data collection necessary to write a management plan. Offered every spring.

This information is accurate as of: 10/27/2005 at 2:13 PM
ENR 3202W Environmental Conflict Management, Leadership, and Planning
(Sec 001); Credit will not be granted if credit has been received for: NRES 5202, NRES 5202, NRES 5202, ENR 5202; 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Nelson, Kristen C !!CNR-RC Newman Tchg Award!!
Description: Social change is a pervasive element of our work with natural resource issues. Change through environmental conflict appears to be especially difficult, if not impossible, to manage or resolve. This course will provide an introduction to the causes, dynamics, and consequences of natural resource and environmental conflicts, as well as an understanding of the range of possible intervention tools that can be used to manage conflict. Specific local, national, and international cases of actual conflicts and dispute resolution procedures will be examined using a mixture of readings, cases, negotiation simulation exercises, and lecture to illustrate themes. The course will also provide a chance to examine leadership and planning styles as they contribute to change in environmental fields. Specific attention will be given to the theory and practice of leadership and planning in non-government organizations, as well as a look at your personal experience, skills, and beliefs about the topic. With an understanding of conflict management, leadership, and planning, the course will build to an analysis of social change and the new opportunities for collaborative partnerships as one option for the future.
Class time: 25% lecture, 25% Discussion, 50% exercises, simulations
Work load: 25 pages of reading per week, 10-20 pages of writing per semester, 1 exams, 3 (2 PG) papers, 1 group paper
Grade: 20% mid-semester exam(s), 30% written reports/papers, 30% special projects, 10% class participation, 10% short assignments
Exam format: essay

ENR 3207 Emerging Issues in Tropical Agriculture and Forestry: Costa Rica
(Sec 001); Credit will not be granted if credit has been received for: NRES 5207, ENR 5207, ENR 5207, ENR 5207; 3 cr; prereq [Jr or sr], instr consent ; meets DELM req of classroom
Instructor: Current, Dean Alan
Description: Based at the Tropical Agricultural and Higher Education Center (CATIE) in Costa Rica this course offers a balance between scientific background information and applied fieldwork and hands-on experiences. The environments to be explored range from tropical high- to low-elevation forests and from conventional high-input farms to sustainable organic and bird-friendly coffee, cocoa and banana plantations. Costa Rica has been a pioneer in payments for environmental services, certification of forest products, ecotourism, and other environmental programs. Learn about these innovative programs using coffee systems and natural and managed forests as models and learn to understand how Costa Rica is able to ‘Produce while Conserving and Conserve while Producing’. The course uses a sustainable development framework to present current natural resource management issues in Costa Rica.
Class time: 25% lecture, 25% Discussion, 50% field study
Work load: 1 exams, 1 papers
Grade: 40% written reports/papers, 10% special projects, 40% class participation, 10% Pre departure seminar
Exam format: short essay

ENR 3211 Survey, Measurement, and Modeling for Environmental Analysis
(Sec 001); Credit will not be granted if credit has been received for: NRES 5211, NRES 5211, NRES 5211, ENR 5211; 3 cr; prereq [Math 1142 or Math 1271], [Stat 3011 or FW 4001]; meets DELM req of classroom
Instructor: Perry, James A !!Morse Alumni Award!!
Description: Introduction to survey, measurement, and modeling concepts and methods for study of natural resources and environmental issues. Emphasis on survey design for data collection, estimation, and analysis for variables and issues encompassing land, water, air, vegetation, animal, soil, and human or social variables. Instruction focused on practical understanding using diverse examples. Offered every spring.
Class time: 80% lecture, 20% Discussion
Work load: 25 pages of reading per week, 10 pages of writing per semester, 1 exams, 8 problem assignments
Grade: 10% written reports/papers, 50% quizzes, 40% lab work
Exam format: Multiple choice
Course URL: http://www.cnr.umn.edu/FR

ENR 3601 Our Home, Our Environment
(Sec 001); Credit will not be granted if credit has been received for: DHA 4482, DHA 4482, DHA 4482, DHA 3482; 3 cr; A-F only; meets DELM req of classroom
Instructor: Cheple, Marilou !!Outstanding Achievement Award!!
Description: This course is intended to provide students with a broad overview of the many ways our homes impact the near and far environments. It focuses on the relationship between people and their homes and environment. Students will begin to see the connections between our home, our actions, and our environment. Students will develop skills for exploration of environmental issues and will learn to structure viewpoints and arguments on contemporary housing issues that impact our environment.
Class time: 75% lecture, 20% Discussion, 5% Attendance of community meetings.
Work load: 15 pages of reading per week, 3 exams, 4 papers
Grade: 50% written reports/papers, 20% special projects, 30% quizzes
Exam format: multiple choice, matching, short answer

ENR 3703 Agroforestry in Watershed Management
(Sec 001); Credit will not be granted if credit has been received for: NRES 5703, NRES 5703, NRES 5703, NRES 5703, ENR 5703; 3 cr; meets DELM req of classroom
Instructor: Brooks, Kenneth N !!Post-Bac, Grad Teaching Award!!
Description: Agroforestry systems and practices are described and discussed as alternatives to more conventional agriculture in developed countries and as viable land use alternatives in poorer countries of the world. Attributes of agroforestry are studied, including a more diversified landscape, greater soil stability, improved water quality, reduced runoff, and improved wildlife habitat. The role of agroforestry in achieving watershed management benefits and ultimately sustainable development is discussed. Examples from North America and from other parts of the world are presented to emphasize agroforestry applications in both temperate and tropical climates. Lectures are mixed with active discussions. Students are required to develop and present a paper on an agroforestry topic.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 papers, 2-person teams of students lead one discussion during the semester
Grade: 60% written reports/papers, 10% special projects, 10% in-class presentations, 20% class participation
Exam format: No exam

ENR 4061W Water Quality and Natural Resources
(Sec 001); Credit will not be granted if credit has been received for: NRES 4061, NRES 5061, NRES 5061, NRES 5061, ENR 5061; 3 cr; meets CLE req of Environment Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Perry, James A !!Morse Alumni Award!!
Description: Water quality issues facing Minnesota and the world are critical. Sediment loads in the Minnesota river, Giardia in the BWCA, Environmental Security in the Middle East and parts of Africa all are examples of water quality that strongly influences society. As citizens of Minnesota and of the world, we are asked to vote on, comment on,
and often pay for changes in water quality. Our failure to be involved often will result in increased health risk, increased economic cost and reduced quality of life. As such, we need to be aware of the costs and benefits in the larger sense of both words of changes in water quality. In this class, we discuss biophysical water quality in the context of society’s management concerns; we mix ecology and water resource science with policy and decision-making. We draw examples from many places, cultures and economies, because there are useful similarities and instructive differences among them. We provide an overview of water quality and its role in broader issues to help you become a more informed citizen. Further, water quality is important in nearly every natural resource field; this class provides you with depth that will be useful in your natural resources career. The class uses an open, highly participatory, “small group and large group interactive” format. People from all backgrounds and orientations are explicitly welcomed. We especially seek a wide variety of views and styles of interaction. This course uses WebCT extensively.

Instructor: Carlson, Stephan Paul

Class time: 35% lecture, 40% Discussion, 25% Jig saws, debates, group activities

Work load: 25 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers, Papers are written as multiple drafts with peer review.

Grade: 10% mid-semester exam(s), 30% written reports/papers, 15% quizzes, 25% class participation, 20% problem solving

Exam format: Short essay, short answer

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 001-033); 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 4801H Honors Research
(Sec 001, 002); 2 cr; A-F only; prereq ENR 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.

ENR 4802H Honors Research
(Sec 001, 002); 2 cr; A-F only; prereq ENR upper div honors, instr consent; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

Description: Completion of honors thesis. Oral report.

ENR 4811 Environmental Interpretation
(Sec 001); Credit will not be granted if credit has been received for: NRES 5811, NRES 5811, NRES 5811, ENR 5811; 3 cr; A-F only; prereq Jr or sr or grad student; meets DELM req of classroom

Instructor: Carlson, Stephan Paul

Description: This course is designed to be an introduction to the broad range of natural, cultural and environmental interpretation. Students will develop skills and knowledge on communication, visitor behavior, and management activities for recreational settings such as parks, zoos, visitor centers and museums. Emphasis is placed on interpretive talks, slide shows, displays, walks, brochures, graphic media, self guided trails and evaluations. The class offers a variety of This information is accurate as of: 10/27/2005 at 2:13 PM activities designed to engage students and reflect learning methodologies of informal recreational settings. Undergraduate/major and non-major students are required to be active participants in their learning.

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

Work load: 40 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers, 2 group projects

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

Exam format: Essay, fill in the blanks

ENR 5001 Treaty Rights and Natural Resources
(Sec 001); Credit will not be granted if credit has been received for: NRES 3001, NRES 3001, NRES 3001, ENR 3001, ENR 3001; 3 cr; A-F only; prereq Grad student or instr consent; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

Instructor: Spangler, George R !!CNR-RC Newman Tchg Award!!

Description: Students will examine contemporary interpretations of the treaty entitlements of Native Americans with respect to on- and off-reservation use of natural resources. The course emphasizes the contrasting historical and cultural interests of American Indian and non-Indian societies in utilizing natural resources, and identifies how these interests are manifest in treaties, law, government policy and management practices. Students will explore the evidence that historians, ethnologists and policy analysts use to reconstruct past events, interpret intent, and formulate laws and government policy in treaty relations with Native Americans. They will learn how the principles of precedent and case law result in the canons of construction guiding modern jurists in interpretation of treaty entitlements. Through a combination of readings, group discussions, interactions with invited guests and experiential learning outside the classroom, we will focus our efforts on understanding the entitlements and obligations pursuant to, especially, the treaties of 1836, 1837, 1842, 1854, and 1855, and the subsequent effects of the Chippewa’s contemporary and continuing rights to hunt, fish and gather natural products throughout the ceded territories in the upper Midwest.

Class time: 15% lecture, 85% Discussion

ENR 5021 Ecological Vegetation Management: a Consulting Approach
(Sec 001); Credit will not be granted if credit has been received for: NRES 3021, NRES 3021, NRES 3021, NRES 3021, ENR 3021, ENR 3021; 3 cr; prereq Grad student or instr consent; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Zenner, Eric K

Description: Ecological Vegetation Management (EVM) aims to meet human needs from managed vegetation types (forests, farms, etc) while also increasing natural capital - i.e., the quantity and quality of the natural resource base that supports and surrounds any managed vegetation. Increasingly, society demands EVM. The foundation for EVM is a solid background in the basic sciences (math, biology, chemistry, physics) plus a working understanding of the systems with which a project deals. In this course, we examine some fundamental ecological principles that form the basis of ecological vegetation management (EVM). Lectures introduce you to the defining characteristics and maintaining processes, typical objectives, tools, and constraints of various vegetation systems. We then apply ecological principles to consider management approaches appropriate for vegetation management and restoration projects in agriculture, prairies, wetlands, forests, and urban ecosystems. There will be considerable reading and quizzes. We will use case studies and guest lectures to learn how EVM-projects are approached and what information sources are available. Managing EVM projects, however, requires a synthesis of ecological knowledge, management objectives, regulatory and compliance rules, and temporal and fiscal limitations. As a process, it is best learned through example and practice. You will develop a protocol for the data collection necessary to write a management plan. Offered every spring.

Class time: 15% lecture, 85% Discussion

Work load: 20 pages of reading per week
ENR 5061 Water Quality and Natural Resources
(Sec 001); Credit will not be granted if credit has been received for: NRES 3061, NRES 3061W, NRES 4061W, NRES 4061W, NRES 4061W, ENR 4061W; 3 cr; prerequisite Grad student or instr consent; meets DELM req of classroom
Instructor: Perry, James A !Morse Alumni Award; CNR-RC Newman Tchg Award!!
Description: Water quality issues facing Minnesota and the world are critical. Sediment loads in the Minnesota river, Giardia in the BWCA, Environmental Security in the Middle East and parts of Africa all are examples of water quality that strongly influence society. As citizens of Minnesota and of the world, we are asked to vote on, comment on, and often pay for changes in water quality. Our failure to be involved often will result in increased health risk, increased economic cost and reduced quality of life. As such, we need to be aware of the costs and benefits (in the larger sense of both words) of changes in water quality. In this class, we discuss biophysical water quality in the context of society's management concerns; we mix ecology and water resource science with policy and decision-making. We draw examples from many places, cultures and economies, because there are useful similarities and instructive differences among them. We provide an overview of water quality and its role in broader issues to help you become a more informed citizen. Further, water quality is important in nearly every natural resource field; this class provides you with depth that will be useful in your natural resources career. The class uses an open, highly participatory, "small group and large group interactive" format. People from all backgrounds and orientations are explicitly welcomed. We especially seek a wide variety of views and styles of interaction. This course uses WebCT extensively.
Class time: 35% lecture, 40% Discussion, 25% Jigsaws, debates, group activities
Work load: 25 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers, Papers are written as multiple drafts with peer review
Grade: 10% mid-semester exam(s), 30% written reports/papers, 15% quizzes, 25% class participation, 20% problem solving
Exam format: Short answer, short essay

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

ENR 5207 Emerging Issues in Tropical Agriculture and Forestry: Costa Rica
(Sec 001); Credit will not be granted if credit has been received for: NRES 3207, ENR 3207, ENR 3207; 3 cr; prerequisite Grad student, instr consent; meets DELM req of classroom
Instructor: Current, Dean Alan
Description: Based at the Tropical Agricultural and Higher Education Center (CATIE) this course offers a balance between scientific background information and applied fieldwork and hands-on experiences. The environments to be explored range from tropical high- to low-elevation forests and from conventional high-input farms to sustainable organic and bird-friendly coffee, cocoa and banana plantations. Costa Rica has been a pioneer in payments for environmental services, certification of forest products, ecotourism, and other environmental programs. Learn about these innovative programs using coffee systems and natural and managed forests as models. Work on improving the quality of life in Costa Rica is successful only if you can "Produce while Conerving and Conserve while Producing". The course uses a sustainable development framework to present current natural resource management issues in Costa Rica.
Class time: 25% lecture, 25% Discussion, 50% field study
Work load: 1 exams, 1 papers
Grade: 40% written reports/papers, 10% special projects, 40% class participation, 10% Pre departure seminar
Exam format: Short essay

ENR 5211 Survey, Measurement, and Modeling for Environmental Analysis
(Sec 001); Credit will not be granted if credit has been received for: NRES 4211, NRES 3211, NRES 3211, NRES 3211, NRES 3211, ENR 3211, ENR 3211; 3 cr; prerequisite Grad student or instr consent; meets DELM req of classroom
Instructor: Ek, Alan Ryan
Description: Introduction to survey, measurement, and modeling concepts and methods for study of natural resources and environmental issues. Emphasis on survey design for data collection, estimation, and analysis for variables and issues encompassing land, water, air, vegetation, animal, soil, and human or social variables. Instruction focused on practical understanding using diverse examples. Offered every spring.

ENR 5703 Agroforestry in Watershed Management
(Sec 001); Credit will not be granted if credit has been received for: NRES 3703, ENR 3703, ENR 3703, ENR 3703; 3 cr; prerequisite Grad student or instr consent; meets DELM req of classroom
Instructor: Brooks, Kenneth N !Post-Bac, Grad Teaching Award!!
Description: Agroforestry systems and practices are described and discussed as alternatives to more conventional agriculture in developed countries and as viable land use alternatives in poorer countries of the world. Attributes of agroforestry are studied, including a more diversified landscape, greater soil stability, improved water quality, reduced runoff, and improved wildlife habitat. The role of agroforestry in achieving watershed management benefits and ultimately sustainable development is discussed. Examples from North America and from other parts of the world are presented to emphasize agroforestry applications in both temperate and tropical climates. Lectures are mixed with active discussions. Students are required to develop and present a paper on an agroforestry topic.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 papers, 2-person teams of students lead discussions and summarize these discussions in brief reports
Grade: 60% written reports/papers, 10% special projects, 10% in-class presentations, 20% class participation
Exam format: no exam

This information is accurate as of: 10/27/2005 at 2:13 PM
ES 1011 Issues in the Environment
(Sec 001); 3 cr; meets CLE req of Citizenship/Public Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Philippin, Daniel J
Description: This course is an introductory, interdisciplinary survey of environmental issues that explores the connections between scientific understanding and personal, professional, and civic responsibility. On Mondays and Wednesdays, the professor and a variety of distinguished guest speakers will introduce students to topics of current environmental concern, and on Fridays students will discuss these issues in small groups. The course emphasizes the social, political, and economic factors involved in environmental decision-making, and lectures are supplemented with videos and a course web site. The overarching question we will ask is: What should a sustainable society look like, and how should we attempt to achieve it? Specific questions we will ask include: Is sustainable development compatible with human welfare? Do environmentalists overstate their case? Should a price be put on nature's services? Should we limit population growth to protect the environment? Is biodiversity overprotected? Should the Arctic National Wildlife Refuge be opened to oil drilling? Should DDT be banned worldwide? Do environmental hormone mimics pose a serious health threat? Is genetic engineering a sound way to increase food production? Should the U.S. bury its nuclear waste in Yucca Mountain? Should we act now to forstall global warming? Will hydrogen end our fossil-fuel addiction? This course has no prerequisites and is intended for students with little or no scientific background.
Class time: 70% lecture, 30% Discussion
Work load: 30 pages of reading per week, 15 pages of writing per semester, 2 exams, 4 papers, Several short quizzes
Grade: 15% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% quizzes, 10% class participation
Exam format: Various formats
Course URL: http://www.agricola.umn.edu/es1011/spring06/

Environmental Science
120 Biosystem and Agricultural Engineering: 612/624-7254

ES 1425 The Atmosphere
(Sec 001); Credit will not be granted if credit has been received for: GEOG 1425, GEOG 1425; 4 cr; A-F only; both Soil 1425 and 1426 must be completed to count for Phys Sci/CLE req; meets CLE req of Environmental Theme; meets DELM req of Physical Science/Lab Core; meets DELM req of classroom
Instructor: Griffis, Timothy John
Description: The goal of ES 1425 is to introduce the basic physical, chemical and biological processes that drive changes in Earth’s weather and climate. Topics will include: radiation and energy exchange; greenhouse effect; stratospheric ozone depletion; severe weather hazards; general circulation of the atmosphere; climate teleconnections including El Nino, and impacts of human activities on climate. Weekly field and computer labs will be used to investigate how weather and climate data are measured, analyzed and interpreted. All lecture and lab material will be made available on the course web site.
Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 4 exams, 8 lab assignments, and 1 review crossword per week
Grade: 30% mid-semester exam(s), 30% final exam, 10% class participation, 30% lab work
Exam format: Multiple choice, short answer, short essay
Course URL: http://www.soils.umn.edu/academics/classes/soil1425

ES 3211 Environmental Physics
(Sec 001); 3 cr; A-F only; prereq Phys 1101; meets DELM req of classroom
Instructor: Wang, Dong
Description: The science of environment constitutes many complex processes that may be studied collectively and synergistically from a physical, chemical, biological, or social-economic perspective. An apparent concern to environmental scientists is the understanding and resolution of environmental pollution that can be broadly defined as the addition of any substance or energy to parts of the ecosystem that ultimately harm mankind. The complexity of an even seemingly simple environmental problem can be enormous. In this class, we will, using basic concepts and principles of classic and modern physics, examine a broad range of environmental problems arising from the interaction between humans and the natural environment. We will explore quantitative interactions between the physical environment and living organisms by means of thermodynamics and physics of mass and energy exchange. We will develop definitions and basic concepts of environmental state variables such as temperature, humidity, wind, and radiation. We will also discuss various forms of pollution (land, water, and air), transport mechanisms of the pollutants, and anthropogenic greenhouse gas emissions and global climate change. In addition to the physical principles, we will also briefly discuss social and societal issues of environmental problems that place environmental science in a broader social-economic context. The course will be web enhanced.
Class time: 75% lecture, 25% Discussion
Work load: 10 pages of reading per week, 3 exams
Grade: 40% mid-semester exam(s), 30% final exam, 20% quizzes, 10% class participation
Exam format: Multiple choice and short answer
Course URL: http://www.soils.umn.edu/academics/classes/ES3211/

ES 4021W Environmental Impact Statements
(Sec 001); 3 cr; prereq [AgEc 4611 or instr consent], [jr or sr], 16 cr of science; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Cooper, Terence H
Description: Roles of governmental agencies, consultants, and private citizens in the EIS process. Students will read EIS, EAW and analyze their content and scope, and prepare an EAW and an EIS according to Minnesota EQB guidelines.
Class time: 20% lecture, 40% Discussion, 20% Laboratory
Work load: 20 pages of reading per week
Grade: 15% mid-semester exam(s), 15% final exam, 60% written reports/papers, 10% special projects
University of Minnesota – Class Schedule for Twin Cities Campus
Spring 2006

Exam format: Essay short answer
Course URL: http://www.soils.umn.academic/classes/soil4021

ES 5601 Principles of Waste Management
(Sec 001); 3 cr; A-F only; prereq 1125 or 2125, Biol 1002/1009 or Chem 1021, Stat 3011, ApEc 1101 or instr consent ; meets DELM req of classroom
Instructor: Halbach, Thomas R
Description: The goal of this course is to provide the student with an understanding of the basic principles and issues of waste management. We consider regulations, problems, and solutions in managing and remediating the waste stream generated by today's society. Topics include: waste stream dynamics, municipal solid waste, composting, and waste to energy, ash disposal, recycling, landfills, land application, waste reduction, regulatory requirements, trends, soils and case studies. This course is taught from a soils perspective with emphasis on practical application and innovation. Teaching techniques include: lecture, readings, tours, 15 written assignments, a term paper, and a final written exam. Work load: 25 - 75 pages of reading per week, 30 - 40 pages of writing per semester.
Class time: 60% lecture, 20% Discussion, 15% Laboratory, 5% tours of compost sites
Work load: 75 pages of reading per week, 40 pages of writing per semester, 2 exams, 1 papers, 15 assignments
Grade: 10% mid-semester exam(s), 20% final exam, 30% written reports/papers, 40% problem solving
Exam format: closed book

Family 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

FSoS 1201 Human Development in Families: Lifespan
(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Grotevant, Harold D !!Outstanding Service Award!!
Description: This course provides a survey of human development in family contexts across the entire lifespan. It is especially relevant for students interested in career paths that involve the provision of human services of many kinds. The course fulfills LE requirements for the Social Science core and the Cultural Diversity theme.
Class time: 75% lecture, 25% Discussion
Work load: 60-80 pages of reading per week, 4 exams, threaded discussion on WebCT
Grade: 86% quizzes, 7% class participation, 7% threaded discussion
Exam format: multiple choice and essay
Course URL: http://fsos.che.umn.edu/fsoscourse.shtm

FSoS 2101 Preparation for Working With Families
(Sec 001); 2 cr; A-F only; prereq Fr or soph or PSEO; 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/fsos2101/default.html

FSoS 2103 Family Policy
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Rueter, Martha A !!Outstanding Achievement Award!!
Description: A course about families and government policy. The study of government policy is essentially the study of how people...
create an organized society. In most nations, laws or other government policies are the means used to organize a society. In this course, we will specifically study laws or other government policies that affect family well-being. In doing so, we will take a cross-national approach. That means you will learn about laws and policies affecting family well-being in the US and in other nations. We will focus primarily on trying to understand how different societies organize themselves (i.e., create the laws or policies) in response to family needs. To facilitate class discussion, you will often be asked to form into small discussion groups. Later in the semester, you will be asked to join a policy analysis group. You will work with the members of your group to analyze a family policy and prepare policy testimony.

FSoS 2105 Methods in Family Research
(Sec 001); Credit will not be granted if credit has been received for: FSOS 4105, FSOS 4105, FSOS 4105; 3 cr; meets DELM req of classroom
Instructor: Caron PhD, Wayne Allan !!CHE Buckman Award; Outstanding Service Award!!
Description: This course is designed to give students a basic understanding of social science research methods, particularly as they apply to questions about the family. The scientific method, the major questions and objectives of family research, data gathering, analysis, reporting and social issues will be explored and examined.
Grade: 25% final exam, 33% quizzes, 42% worksheets

FSoS 2191 Independent Study in Family Social Science
(Sec 001-016); 1-4 cr; max crs 12, 12 repeats allowed; prereq Soph, instr consent; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.
Grade: 25% final exam, 33% quizzes, 42% worksheets

FSoS 3101 Personal and Family Finances
(Sec 001); 3 cr; prereq At least soph or instr consent; meets DELM req of classroom
Instructor: Zuiker, Virginia Solis !Outstanding Achievement Award!!
Description: This course is an analysis of personal and family financial management principles. Students will learn concepts pertaining to the financial planning of savings, investments, credit, mortgages, taxation, life, disability, health, and property insurance; public, private pensions, and estate planning. This course focuses on personal and family finances, not corporate or government finances. It is designed to be applicable to the student's personal life decisions and his/her professional role. This course will address financial pitfalls, economic security, and ways to accumulate wealth. Undergraduate students, students majoring in Family Social Science, and students from other majors are welcome to and could learn from this class.
Class time: 25% lecture, 25% Discussion, 50% guest speaker
Work load: 35 pages of reading per week, 20 pages of writing per semester, 4 exams, personal financial portfolio; pop quizzes
Grade: 26% mid-semester exam(s), 32% final exam, 10% quizzes, 32% Personal financial portfolio
Exam format: multiple choice
Course URL: http://fsos.che.umn.edu/zuiker/fsos3101/default.html

FSoS 3102 Family Systems and Diversity
(Sec 001); Credit will not be granted if credit has been received for: FSOS 5101; 3 cr; prereq At least soph or instr consent; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Bird, Carolyn L
Description: Family systems and theories applied to dynamics and process relevant to family life. Diversity issues related to gender, ethnicity, sexual orientation, and disability. Divorce, single parenthood, remarriage. Family strengths and problems.
Grade: 44% final exam, 11% written reports/papers, 44% quizzes

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: Rosenthal, Paul C !IMorse 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 Africa; interracial/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 001-016); 1-5 cr; max crs 12, 12 repeats allowed; prereq Jr, instr consent; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.
Grade: 25% final exam, 33% quizzes, 42% worksheets

FSoS 3426 Alcohol and Drugs: Families and Culture
(Sec 002); Credit will not be granted if credit has been received for: FSOS 5426, FSOS 5426, FSOS 5426; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Turner, William Lofton
Description: This course provides an integrated overview of the psychology and sociology of psychoactive drug use, abuse, and addiction in contemporary American society. The complex relationships between individual, group, and socio-cultural dimensions of drug use behavior will be explored. Special attention is given to variables of ethnicity, gender, sexuality, and social class. Family systems theory and the bio-psycho-socio-cultural model are used to conceptualize the etiology of addiction and its treatment. Lectures, readings, large and small group discussions and projects, and an individual research and writing project are used to advance students knowledge and understanding.
Grade: 25% final exam, 33% quizzes, 42% worksheets
Exam format: choice between essay and mostly multiple choice

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 4104W Family Psychology
(Sec 001); 3 cr; prereq At least jr or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Meyer, Cynthia Jo
Description: Family Psychology addresses processes that take place in families of origin, families of choice and other close relationships within diverse social contexts. Emphasis is placed on understanding research on family dynamics within and across generations. In addition to looking at Family Systems Theory, specific topics include: family rituals, biology and family interactions, marital interactions, adoption, lesbian and gay families, aging, and family therapy. While the emphasis is on understanding current family research, the course also focuses on ways the material can be applied to the student's family and relationships as well as professional interactions with clients. Family Psychology is a writing intensive course which means that the course grade is directly tied to both the quality of writing as well as knowledge of the subject matter.
Class time: 50% lecture, 40% Discussion, 10% films and videos
Work load: 80-100 pages of reading per week, 22 pages of writing per semester, 1 exams, 2 papers, one small group presentation
Grade: 30% final exam, 60% written reports/papers, 5% in-class presentations, 5% class participation
Exam format: multiple choice and short essay

FSoS 4106 Family Resource Management
(Sec 001); 3 cr; prereq at least jr or instr consent; credit will not be granted if credit received for: 3103; meets DELM req of classroom
Instructor: STAFF
Description: An analysis of the managerial behavior of individuals and families, with an emphasis on how individuals and families make decisions and solve problems through the use of interpersonal, economic, natural, and community resources to achieve central life purposes.
Class time: 50% lecture, 40% Discussion, 10% films and videos
Work load: 70 pages of reading per week, 25 pages of writing per semester, 5 exams, 1 papers
Grade: 25% final exam, 25% written reports/papers, 25% quizzes, 25% class participation
Exam format: Multiple choice

FSoS 4152 Gay, Lesbian, and Bisexual People in Families
(Sec 001); 3 cr; prereq At least jr or instr consent; meets DELM req of classroom
Instructor: Goodman, William Joseph
Description: This course is designed to examine gay, lesbian, bisexual people in families and their unique contribution to the understanding of diversity among families. Current research, theory, and opportunities for self-reflection will be pathways to learn more about the diverse experiences of those who participate in families with gay, lesbian, and bisexual members. Course topics will include: definitions of "family", mythologies, coming-out, identity, homophobia, gender, family of origin, social networks, intimacy, sexuality, children, parenting, aging, AIDS and ethnicity. Methodological issues in research and clinical issues for these families will also be examined. Additionally, developmental, economic, social-political, and feminist theory will be applied to enrich perspectives of gay, lesbian, and bisexual people in families. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB. All students are invited to take this course.
Class time: 50% lecture, 50% Discussion
Work load: 100 pages of reading per week, 30 pages of writing per semester, 1 papers, This course utilizes contract grading.
Grade: 10% written reports/papers, 40% special projects, 40% in-class presentations, 10% class participation, 0% This course utilizes contract grading.
Course URL: http://fsos.che.umn.edu/goodman/fsos4152/default.html

FSoS 4154W Families and Aging
(Sec 001); 3 cr; prereq At least jr or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Caron PhD, Wayne Allan
Description: Aging families from diverse social-economic and cultural groups are examined as complex multigenerational systems interacting within ever-changing social structures. The course will examine demographic trends and the issues confronting researchers, practitioners, and policy makers who work with older people and their families today. Gerontological and family systems theories as they apply to elders and their families will also be discussed. Ideally, students will develop an empathic understanding of the experiences of older adults as they move through the last stages of the family life cycle.
Class time: 60% lecture, 40% Discussion
Work load: 70 pages of reading per week, 25 pages of writing per semester, 5 exams, 1 papers
Grade: 25% final exam, 25% written reports/papers, 25% quizzes, 25% class participation
Exam format: Multiple choice

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 4191 Independent Study in Family Social Science
(Sec 001-016); 1-4 cr; max crs 12, 12 repeats allowed; prereq Sr, [FSOS major, at least jr] or 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: STAFF
Description: Students work on research projects with Family Social Science faculty that may include research planning, proposal writing, literature review, data collection, data coding and/or cleaning, data analysis and research reporting.
Course URL: http://fsos.che.umn.edu/courses/sp2000-ug.html

FSoS 4296 Field Study: Working With Families
(Sec 001); 4-12 cr; max crs 12, 1 repeat allowed; S-N only; prereq [2101, 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.

Grade: 10% final exam, 18% written reports/papers, 16% quizzes, 4% in-class presentations, 30% class participation, 12% tests, 10% oral interviews
Exam format: Short answer, essay, matching

Fin 1004 Intermediate Finnish
(Sec 001): Credit will not be granted if credit has been received for: FIN 4004, FIN 4004; 5 cr; prereq 1003; meets DELM req of classroom
Instructor: Karvonen, Daniel!! Outstanding Service Award!!
Description: In this course, the second 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 kielen alkeita 2” (chapters 31-40) which is supplemented by “Finnish: An Essential Grammar.” 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. This course will prepare students to take the Language Proficiency Exam (LPE), which will be taken near the end of the course. Qualified students may register for this course under the 4004 designator (see below) for 2 credits (and reduced tuition).

Class time: 20% lecture, 80% Interactive exercises
Work load: 3 exams, 3 papers, 7 quizzes, 1 final project
Grade: 18% written reports/papers, 14% quizzes, 5% in-class presentations, 30% class participation, 21% tests, 12% oral interviews
Exam format: Short answer, essay, matching

Fin 3012 Advanced Finnish
(Sec 001); 3 cr; prereq 3011; meets DELM req of classroom
Instructor: Karvonen, Daniel!! Outstanding Service Award!!
Description: This course is the second half of the third-year language sequence in Finnish, and is designed to deepen and hone students’ skills in oral and written expression in Finnish. Advanced grammatical constructions which are characteristic of written Finnish will be covered via the textbook “Suomen kielen jatko-oppikirja.” Students will also read authentic Finnish texts, such as short stories and newspaper articles, which will form the basis for classroom and online discussions. Students will write three essays, do three short take-home exams, and complete a final project on a topic of their choice.

Class time: 20% lecture, 80% Discussion
Work load: 3 papers
Grade: 30% written reports/papers, 10% special projects, 30% class participation, 15% three take-home quizzes, 15% online chat
Exam format: short answer, essay

Fin 4002 Beginning Finnish
(Sec 001): Credit will not be granted if credit has been received for: FIN 1002, FIN 1002; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom
Instructor: Karvonen, Daniel!! Outstanding Service Award!!
Description: In this course, the second half of the first-year language sequence in Finnish, the acquisition of basic proficiency in Finnish that began in FIN 1001 will continue in all four modalities: speaking, listening, reading, and writing. The main textbook for the course is “Supisoumea” (chapters 6-10), which is accompanied by a CD, video, and supplementary materials on the Internet. Students will be exposed to both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture (e.g., songs, movies, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4002 designator (see below) for 2 credits (and reduced tuition).

Class time: 20% lecture, 80% Interactive exercises
Work load: 3 exams, 3 papers, 4 quizzes, 1 final project
Grade: 10% final exam, 18% written reports/papers, 16% quizzes, 4% in-class presentations, 30% class participation, 12% tests, 10% oral interviews
Exam format: Short answer, essay, matching

This information is accurate as of: 10/27/2005 at 2:13 PM
in-class presentations, 30% class participation, 12% tests, 10% oral interview

Exam format: Short answer, essay, matching

Fin 4004 Intermediate Finnish
(Sec 001); Credit will not be granted if credit has been received for: FIN 1004, FIN 1004; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom

Instructor: Karvonen, Daniel !!Outstanding Service Award!!

Description: In this course, the second half of the 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 "Elämän suola: Suomen kielen alkeita 2" (chapters 31-40) which is supplemented by "Finnish: An Essential Grammar." The cassette tape accompanying "Elämän 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. This course will prepare students to take the Language Proficiency Exam (LPE), which will be taken near the end of the course.

Class time: 20% lecture, 80% Interactive exercises

Work load: 3 exams, 3 papers, 7 quizzes, 1 final project

Grade: 18% written reports/papers, 14% quizzes, 5% in-class presentations, 30% class participation, 21% tests, 12% oral interviews

Exam format: Short answer, essay, matching

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

FW 1002 Wildlife: Ecology, Values, and Human Impact
(Sec 001); 3 cr; prereq Recommended for students without natural science background; meets CLE req of 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 perhaps controversial environmental topics (e.g., hunting, global warming), and 3) to begin developing your own environmental values and ethics. This course is appropriate for students with little or no scientific background and it satisfies the Environment 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 4102 Principles of Conservation Biology
(Sec 001); 3 cr; prereq Biol 1009 or equiv; Biol 3407 recommended; meets DELM req of classroom

Instructor: Oberhauser, Karen S

Description: Principles of Conservation Biology will provide an introduction to the major themes and concepts of this diverse, dynamic and interdisciplinary field. Biological and social underpinnings of conservation problems and solutions are emphasized throughout the course, and students will be introduced to the field through a combination of lectures, organized discussions and guest lectures from individuals engaged in cutting-edge research in the field. The course will provide the conceptual foundation for the field as well as a summary of threats posed to the world's biological systems and potential solutions to conservation problems. The text for the course is Groom, M., G.K. Meffe and C.R. Carroll. 2005. Principles of Conservation Biology, 3rd Edition. Sinauer Associates. The course is required for FW-CB specialization, and will also be attractive to undergraduates from other departments and colleges who are interested in an introduction to the social, economic and scientific issues that comprise the field of Conservation Biology.

Class time: 67% lecture, 33% Discussion

Work load: ~50 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 2 papers

Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% class participation, 10% short assignments on readings and discussions

Exam format: Combination of essay and multiple choice

Course URL: http://www.monarchlab.org

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 001-012); 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 4292 Special Lectures: Fisheries
(Sec 001-009); 1-5 cr; max crs 15, 3 repeats allowed; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Lectures in special fields of fisheries given by visiting scholar or regular staff member.

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 4392 Special Lectures: Wildlife
(Sec 001); Credit will not be granted if credit has been received for: FW 5292; 1-5 cr; max crs 15, 3 repeats allowed; prereq instr consent ; meets DELM req of classroom

Instructor: STAFF

Description: Lectures on special topics of wildlife given by visiting scholars or staff members

FW 4701 Fisheries and Wildlife Problem Solving
(Sec 001); 2 cr; prereq FW sr or grad student or instr consent; meets DELM req of classroom

Instructor: STAFF
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.

FW 5003 Human Dimensions of Biological Conservation  
(Sec 001); 3 cr; prereq [Biol 1001 or Biol 1009], Biol 3407; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom  
Instructor: Fulton, David C  
Description: The human dimensions of biological conservation concerns the application of theory and methods from the social, economic and policy sciences to address the challenges and issues of managing and conserving biological resources including fish, wildlife, and their habitats. Natural resource management agencies have traditionally managed wildlife and other natural resources using the best available scientific knowledge about habitat, population dynamics, life histories of species, and other biophysical information. However, many of the issues and problems related to biological conservation have their origins in human behavior and decision-making. Understanding and developing approaches for addressing these issues requires knowledge of how humans think and act toward fish, wildlife, and ecosystems and how the management of these resources affects humans. Such “human dimensions” knowledge is essential to effectively conserving biological resources in ways desired by the public. Course material will emphasize the application of theories and approaches developed within anthropology, sociology, social psychology, economics and political science. The class is for graduate and upper-division undergraduate students in natural resources.  
Class time: 35% lecture, 65% Discussion  
Work load: 100 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers  
Grade: 40% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% class participation  
Exam format: essay

FW 5051 Analysis of Populations  
(Sec 001); Credit will not be granted if credit has been received for: EEB 5051, FW 5051, EEB 5051, EEB 5051; 3 cr; prereq [[Biol 1001 or Biol 1009], [FW 4001 or Stat 3011 or Stat 5021]] or instr consent; meets DELM req of classroom  
Instructor: Arnold, Todd William  
Description: This course will cover the basics of experimental design and sampling/measurement techniques as they relate to wildlife conservation and terrestrial ecology. We will examine methods for estimating population size, population change, and population vital rates (i.e., components of birth, death, immigration, and emigration rates). It is appropriate for majors in FWCB, EEB, NRES and others who have a basic understanding of ecology and statistics. The first hour of each class session will be lecture format and the remainder will involve discussion and/or hands-on problem solving.  
Class time: 60% lecture, 10% Discussion, 30% Laboratory  
Work load: 10-20 pages of reading per week, 8–10 pages of writing per semester, 3 exams, 1 papers  
Grade: 40% mid-semester exam(s), 30% final exam, 10% written reports/papers, 20% problem solving  
Exam format: short answer and essay

FW 5455 Sustainable Aquaculture  
(Sec 001); 3 cr; prereq [Intro biology, intro chemistry] or instr consent; meets CLE req of Environment Theme; meets DELM req of International Perspectives Theme; meets DELM req of classroom  
Instructor: Kapuscinski, Anne P  
Description: Learn how aquaculture—raising fish and other aquatic organisms—affects the environment and human wellbeing in Minnesota and world-wide. Role of aquaculture as the world’s fastest growing food sector and in hatcheries to support fishing and rebuild endangered species. Organic aquaculture and other innovations. Concepts of environmental and social sustainability. For interested upper-class undergraduates, starting graduate students, and working professionals: Prereq Biol 2012, Chem 1021, Math 1031 or instructor consent; meets CLE req of Environment Theme and of International Perspectives Theme. Optional: for hands-on experience growing fish, register for FW4292, Section 1.  
Class time: 35% lecture, 35% Discussion, 30% videos, tour fish farm, public aquarium, state fish hatchery  
Work load: 75 pages of reading per week, 28 pages of writing per semester, 2 papers  
Grade: 50% written reports/papers, 5% in-class presentations, 5% class participation, 40% ten written microthemes, approx. 300 words each  
Course URL: http://www.fw.umn.edu/fw5455

FW 5604W Fisheries Ecology and Management  
(Sec 001); 3 cr; prereq EEB 4601; meets CLE req of Environment Theme; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Newman, Raymond M ICNR-RC Newman Tchg Award!!  
Description: This is a senior-level major and introductory graduate course; a background in resource ecology is assumed. The course provides a basic coverage of fisheries, ecology and management, with an emphasis on human intervention and regulation of use to achieve management objectives for managed species of interest. We will cover the tools of fisheries management that may be implemented to achieve specific objectives and goals and how to assess their efficacy. The course starts with a general coverage of applied limnology and fish ecology, followed by management approaches and planning, the development of an information base and identification of problems. Approaches to manage fishery populations and habitats will then be covered along with methods to assess management outcomes. Applications to specific fisheries will be demonstrated. A series of homework tasks and problems will be used to develop real-world problem solving skills; problem sets and readings from the primary literature will be discussed in periodic sessions. A paper, that outlines and critiques current management of specific fisheries resource and proposes new strategies, is required; the first draft will be graded and returned for final revision.  
Class time: 85% lecture, 15% Discussion  
Work load: 20-25 pages of reading per week, 25 pages of writing per semester, 2 exams, 2.5 papers, 5-6 take home problem sets  
Grade: 26% mid-semester exam(s), 25% final exam, 31% written reports/papers, 2% class participation, 15% problem solving  
Exam format: Combination - short answer, true/false, analysis, essay  
Course URL: http://www.fw.umn.edu/FW5604/
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 orientation. In class orientation is preferred, but a video and all the class orientation materials and syllabus will be available on the class website for students with class or work conflicts. Weekly quizzes are done online via the class website and critical thinking questions are submitted to the instructor via the class website. 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 multiple choice quizzes and "thought" questions that are more open ended.

**Class time:**

**Work load:** 30 pages of reading per week, Homework required each week

**Grade:** 50% quizzes, 50% critical thinking questions

**Exam format:** Quiz format is multiple choice

**Course URL:** http://www.ardilla.umn.edu/springsportsnutrition

**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? 4) Ethics of marketing. 5) FTC responsibilities and the ethics of advertising. 6) Other cultures as sources of supplements; transference of use between cultures. 7) Issues and ethics of intellectual property rights of indigenous cultures. 8) Rational use of dietary supplements for health and sports performance; ethical decisions in use for athletic performance. 9) Use of supplements for weight loss. The course will meet for orientation the first two meetings of the semester to explain the syllabus and assignment submission and academic integrity. Thereafter weekly homework and critical thinking questions are submitted and graded online via the class website. For students who cannot attend an in-person orientation because of class or work conflicts, a video orientation and all the class materials and syllabus will be available on the class website. This course functions best for students who can manage their time effectively and are comfortable with a mix of factual questions and "thought" questions (critical thinking) that are more open ended and require students to move beyond the readings into higher level thinking.

**Class time:**

**Work load:** 30-40 pages of reading per week, 1 exams, weekly homework

**Grade:** 100% homework and critical thinking questions

**Exam format:** Homework and critical thinking are short answer to several paragraph answers

**Course URL:** http://www.ardilla.umn.edu/springsupplements

**FScN 1102 Food: Safety, Risks, and Technology (Sec 001); 3 cr; meets CLE req of internet delivered**

**Instructor:** Laboza PhD, Theodore Peter

**Description:** I Introduction to the inherent risks and safety of the food supply and the use of public policy, and food technology to reduce those risks including the public perception of these risks. The course will survey microbiological, chemical and environmental hazards, government and industry controls used to ensure foods are safe. After a general review of risk the course will focus on hot issues including the new initiatives on allergens, bio-terrorism, GMOs, obesity, trans fatty acids, Johnness disease and health claims. The course will emphasize government regulations with respect to adulteration, food and misbranding as the means for ensuring food safety. Thermal processing, high pressure and irradiation which will be described as examples of the technologies used in food processing to reduce risk and assure a safe food supply. This course satisfies the CLE Citizenship and Public Ethics theme and emphasizes the public policy process, critical thinking skills and internet use. These are 8-10 in class questions, two written assignments (scenario writing) and two in class open book quizzes. Critical thinking skills and internet use. You will be made aware of the magnitude of the food safety issue and the use of public policy to manage inherent risk, as related to processing, distribution and preparation of food at home and in food service. We will cover methods used to control and maintain both safety and quality in the processing and distribution of foods.

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

**Work load:** 25 pages of reading per week, 6-8 pages of writing per semester, 2 exams, 3 papers, *best grade for two out of three papers counted*

**Grade:** 33% written reports/papers, 67% quizzes

**Exam format:** Short essays, critical thinking, evaluation of issues

**Course URL:** http://Fscn.che.umn.edu/04fscn-1s/
agreed upon food science related topics. Prior registration approval is necessary and can be obtained by contacting Sue P. at 624-6753. Contracts are used to outline the proposed projects.

FScN 4614 Community Nutrition
(Sec 001); 3 cr; prerequisite 1112; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: Smith, Cheryl F
Description: Community-based nutrition issues will be explored, including nutrition risks associated with different age, sex, ethnic, and socioeconomic groups; community needs assessment; program planning and evaluation; and programs developed to address the needs and interests for people at different stages of the life cycle, ethnic or cultural backgrounds, and literacy levels. Students will be able to describe the purpose and principles of community nutrition, the role of the nutritionists, and methods employed to gather information on the nutritional status of the multiethnic American population. They will be able to describe how race, culture and socioeconomic status influence the nutritional risk factors associated with chronic illness and selected conditions (i.e. pregnancy, low birthweight infants, aging). Students will be able to conduct a community needs assessment, identify and prioritize problems, and develop a culturally-appropriate nutrition program plan for people living in their community. Lastly, students will be able to characterize the major government-sponsored food and nutrition programs and will be able to refer members of the community to the appropriate program for services required.
Class time: 15% lecture, 15% Discussion
Work load: 30 pages of reading per week, 14 exams, Case Presentations
Course URL: http://mallit.fr.umn.edu/fr4218

FScN 4666 Medical Nutrition Therapy II
(Sec 001); 3 cr; A-F only; prerequisite 4665; meets DELM req of classroom
Instructor: Earthman, Carrie
Description: Pathology, management, and nutrition therapy for disorders of the endocrine, cardiovascular, urinary, and skeletal systems, as well as inborn errors of metabolism, eating disorders, and obesity
Class time: 85% lecture, 15% Discussion
Work load: 50 pages of reading per week, 14 exams, Case Presentations
Course URL: http://mallit.fr.umn.edu/fr4218

FR 3218 Measuring & Modeling Forests
(Sec 001); Credit will not be granted if credit has been received for: FR 5218, FR 5218; 3 cr; A-F only; prerequisite [Math 1142 or [Math 1271, Math 1272], Stat 3011; meets DELM req of classroom
Instructor: Burk, Thomas Edward Alumni Service Award; CNR - Alumni Society Award; CNR-RC Newman Tchq Award!!
Description: This course is intended for Forest Resources curriculum juniors and seniors who have completed courses in calculus and statistics. It is also appropriate for any graduate student who wishes to learn more about sampling methods generally, forest vegetation sampling specifically, as well as forest growth modeling methods. Topics covered will include sample survey designs, measurement and sampling methods for vegetation (primarily trees), tree and stand growth description and modeling, as well as landscape processes, characterization, and modeling. Upon completion of the course, students will be able to design, apply, and analyze efficient sample surveys, apply specialized measurement and sampling methods for vegetation and understand the processes of tree to landscape change and apply models of the same. The course will consist of three lectures per week with assignments requiring use of computers.
Class time: 100% lecture
Work load: 20 pages of reading per week, 3 exams, 7 computer assignments
Grade: 50% mid-semester exam(s), 25% final exam, 25% problem solving
Exam format: Short answer and multiple choice
Course URL: http://mallit.fr.umn.edu/fr4218
FR 3431 Timber Harvesting and Road Planning  
(Sec 001); Credit will not be granted if credit has been received for: FR 5431, FR 5431; 2 cr; prereq 3411 or instr consent; meets DELM req of classroom  
Instructor: Zemner, Eric K  
Description: Changing public attitudes towards the environment during the last several decades have led to a rethinking about how we manage our forests. Sustaining ecological integrity of forest ecosystems, including the maintenance and restoration of native biological diversity and productivity, may be more important than focusing primarily on commodity production. The challenge of modern silviculture is the integration of diverse and sometimes conflicting demands between ecological integrity and society's demand for forest products into a program of effective forest management. Because no single approach to forest management will meet all of society's needs, a complementary system of production and ecological forestry is needed. This course deals with silvicultural methods to efficiently and sustainably grow timber based on ecological principles and introduces students to alternatives under the newly emerged paradigms of Ecosystem Management and Ecological Forestry. Introduction to management of forest stands, habitats and ecosystems in a landscape context. Philosophical approaches, silvicultural systems, methods and tools for reforestation, restoration techniques, and intermediate stand treatments, and the ramifications of management choices on quality, production, wildlife habitat, disturbance potential, aesthetics, old-growth development, and forest health. Lab section (Forest Vegetation Simulator, FVS) and weekend field trip required. Offered every spring.  
Class time: 80% lecture, 20% Discussion  
Work load: 50 pages of reading per week, 3 exams, 1 papers  
Grade: 40% mid-semester exam(s), 20% final exam, 15% written reports/papers, 20% special projects  
Exam format: essay  

FR 3471 Forest Planning and Management  
(Sec 001); Credit will not be granted if credit has been received for: FR 4471, FR 5471, FR 5471, FR 5471; 3 cr; A-F only; prereq Intro silviculture or concurrent registration in silviculture or instr consent ; meets DELM req of classroom  
Instructor: STAFF  
Description: Processes and techniques for scheduling forest management activities. Goals and objectives of landowners, industry, government, and society. Key issues in forest management and related policies/regulations that influence management. Decision analysis: predicting forest outcomes, financial analysis, forest regulation, mathematical models, linear programming, tactical forest management, and economic analysis. Consideration of landscape-level management, desired future conditions, historical range of variability, wildlife management, carbon sequestration, resource monitoring, certification, and adaptive management. Offered every spring.  

FR 3501 Arboriculture: Selection and Maintenance of Trees  
(Sec 001); 3 cr; prereq [1101 or Hort 1012], Biol 2022; meets DELM req of classroom  
Instructor: Johnson, Gary Ronald  
Description: This course is designed for the undergraduate student with a background in plant biology that desires more technical information on the selection, siting, and care of individual trees in the landscape. Topics include: species selection, planting and transplanting, pruning, plant health care management, diagnosis of problems, risk management, and remedial treatments. The textbook is the 3rd edition of Arboriculture: Integrated Management of Landscape Trees, Shrubs, and Vines. Other assigned readings from journal and text authors such as Shigo, Watson, Johnson, and Neely are reserved in the Forestry library. Classes are discussion/demonstration lectures with professionals as occasional lecturers. Exams are short-answer and problem solving in nature.  
Class time: 80% lecture, 20% Discussion, 20% Demonstration  
Work load: 50 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers  
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% problem solving, 20% 3rd exam  
Exam format: Short-answer, problem solving  

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 001-022); 1-5 cr; max crs 15, 3 repeats allowed; prereq instr consent ; meets DELM req of classroom  
Instructor: STAFF  
Description: Student conducts a study or project on a topic of personal interest in consultation with a faculty member. Course is documented by initial proposal and reports of accomplishments. Offered every fall.  
Class time: 10% lecture, 90% Special study/ project  
Work load: 10 pages of writing per semester, 1 papers, Varies with individual.  
Grade: 90% written reports/papers, 10% problem solving  
Exam format: No exams  
Course URL: http://www.ncr.umn.edu/FR  

FR 4801H Honors Research  
(Sec 001, 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: STAFF  
Description: Second semester of 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 5262 Remote Sensing of Natural Resources and Environment (Sec 001); Credit will not be granted if credit has been received for: FR 4262, FR 3262, FR 3262, FR 3262; 4 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Bauer, Marvin E
Description: The course is designed to provide students with a working knowledge of the principles and applications of remote sensing. It provides a survey of the concepts and techniques of remote sensing and image analysis for natural resource inventory and mapping, land use analysis, and monitoring natural and environmental resources. Both photographic and digital sensing approaches are considered. The laboratory provides hands-on experience, including a practical/field project, in interpretation of aerial photographs and an introduction to digital image analysis techniques. The course will provide students from any natural resources, geography, agriculture or biology discipline an understanding of remote sensing systems and their applications to measuring, analyzing and managing earth resources.
Class time: 10% lecture, 10% Discussion, 50% Laboratory
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 5411 Managing Forest Ecosystems: Silviculture (Sec 001); Credit will not be granted if credit has been received for: FR 4411, FR 3411, FR 3411, FR 3411; 3 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Zenner, Eric
Description: Changing public attitudes towards the environment during the last several decades have led to a philosophical shift in how we manage our forests. Sustaining ecological integrity of forest ecosystems, including the maintenance and restoration of native biological diversity and productivity, may be more important than focusing primarily on commodity production. The challenge of modern silviculture is the integration of diverse and sometimes conflicting demands between ecological integrity and society's demand for forest products into a program of effective forest management. Because no single approach to forestry will meet all of society's needs, a complementary system of production and ecological forestry is needed. This course deals with silvicultural methods to efficiently and sustainably grow timber based on ecological principles and introduces students to alternatives under the newly emerged paradigms of Ecosystem Management and Ecological Forestry. Introduction to management of forest stands, habitats and ecosystems in a landscape context. Philosophical approaches, silvicultural systems, methods and tools for reforestation, restoration techniques, and intermediate stand treatments, and the ramifications of management choices on quality, production, wildlife habitat, disturbance potential, aesthetics, old-growth development, and forest health. Lab section (Forest Vegetation Simulator, FVS) and weekend field trip required. Offered every spring.
Class time: 50% lecture, 25% Discussion, 25% Small group exercises
Exam format: multiple choice, short answer, brief essay
FR 5471 Forest Planning and Management
(Sec 001); Credit will not be granted if credit has been received for: FR 3471, FR 3471, FR 3471, FR 3471; 3 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Processes and techniques for scheduling forest management activities. Goals and objectives of landowners, industry, government, and society. Key issues in forest management and policies/regulations that influence management. Decision analysis: predicting forest outcomes, financial analysis, forest regulation, mathematical models, linear programming, tactical forest management, and economic analysis. Consideration of landscape-level management, desired future conditions, historical range of variability, wildlife management, carbon sequestration, resource monitoring, certification, and adaptive management. Offered every spring.

FR 5501 Urban Forest Management: Managing Greenspaces for People
(Sec 001); Credit will not be granted if credit has been received for: FR 4501, FR 4501; 3 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Johnson, Gary Ronald
Description: Urban forest management is designed for undergraduate students majoring in natural resources, forestry, urban forestry, horticulture or landscape architecture. FR 3501 or instructor's permission is prerequisite. This course focusses on the sociological, biological and political issues that dictate the development and management of the urban, green infrastructure, therefore, the course is divided into three equal segments: society and urban/community forestry; the politics of urban and community forestry; urban forest health. Topics include: societal benefits of urban forests; working with and affecting local state and federal government; evaluating health and condition of the urban forest; urban forest design; integration of the urban green and grey infrastructures. Referenced reading assignments relevant to the topics are either distributed to the students or reserved in the forestry library.
Class time: 65% lecture, 35% Discussion
Work load: 50-70 pages of reading per week, 25 pages of writing per semester, 3 exams, 3 papers, 1 oral presentation
Grade: 15% mid-semester exam(s), 15% final exam, 30% written reports/papers, 10% special projects, 15% in-class presentations, 15% 3rd exam
Exam format: Short answer and essay

FR 5700 Colloquium in Natural Resources
(Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Colloquium in specialized topics in natural resources.
Class time: 40% lecture, 30% Discussion, 30%
Work load: 1 papers
Grade: 50% written reports/papers, 30% special projects, 10% in-class presentations, 10% class participation
Exam format: essay
Course URL: http://www.cnr.umn.edu/FR

Fren 1001 Beginning French
(Sec 001-007); 5 cr; meets DELM req of classroom
Instructor: STAFF
Description: This course is intended for students with no previous study of French, or students who have not studied French in recent years. If you have more than two years of high school French completed within the last year, you should register for Fren 1022 which provides students with an accelerated review of Fren 1001 material followed by material covered in Fren 1002. For further information on placement, see your advisor or contact the Department of French and Italian. Fren 1001 introduces students to the four language skills: speaking, writing, listening and reading. Topics include everyday issues (shopping, directions, family, housing, etc.). The text, "Deux Mondes," 5th ed., is accompanied by a workbook and CDs that are designed to be used by students outside of class. In this text students will cover material from "Premiere Etape" through Ch. 6. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to listening and speaking, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.
Class time: 100% Combination of whole-class and small-group activities
Work load: Exams: 5 written, 3 oral, 1 mid-term, and 1 final.
Grade: 10% mid-semester exam(s), 15% final exam, 12% written reports/papers, 8% special projects, 10% quizzes, 25% written exams; 12% oral tests; 8% workbook exercises
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 1002 Beginning French
(Sec 001-008); 5 cr; prereq 1001 or equiv; meets DELM req of classroom
Instructor: STAFF
Description: Fren 1002 is intended for students who have completed Fren 1001 or the equivalent. In this course students build on the communicative speaking, listening, reading and writing skills acquired in first-semester French. Topics covered in this course include everyday issues (student life, travel, health, environment). The text, "Deux Mondes," 4th ed., is accompanied by a workbook and CDs that are designed to be used by students outside of class. In this text students will cover material from Ch. 7 through Ch. 13. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to speaking and listening, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.
Class time: 100% Mostly discussion and student involvement in pair/group activities
Work load: Exams: 5 written, 3 oral, 1 mid-term and 1 final.
Grade: 10% mid-semester exam(s), 12% final exam, 12% written reports/papers, 8% special projects, 13% quizzes, 25% Written Exams; 12% oral tests; 8% workbook exercises
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

This information is accurate as of: 10/27/2005 at 2:13 PM
Fren 1003 Intermediate French
(Sec 001-010); 5 cr; prereq 1002 or Entrance Proficiency Test; meets DELM req of classroom
Instructor: STAFF
Description: This course is designed for students who have completed Fren 1002 or 1022 with a C- or better or who have successfully passed the EPT (Entrance Proficiency Test) for this level. In this course students will review language structures acquired in beginning French. Students will expand their speaking, writing, listening, reading skills while engaging in culture learning. Topics covered in this course will include commerce, telecommunications, the media, youth and social issues, the francophone world. The text, "Interaction," 6th ed., includes contemporary informational readings, historical information, and literary texts. The textbook is accompanied by a workbook and CDs that are designed to be used by students outside of class. In this text students will cover material from Ch. 1 through Ch. 5. Several class sessions will allow students to work with audio-visual resources to develop their listening and cultural competence, and with authentic web-based resources to develop their reading skills and expand their cultural knowledge. Students will become more sophisticated readers of literary texts (from France and the francophone world) as they work with a selection of 19th- and 20th-century literary readings compiled in "Explorations: La litterature du monde francais", 4th ed. Intermediate language courses involve regular student interactions, partner activities and group work. Expect an average of 2 hours of outside preparation for each class session hour.
Class time: 100% Mostly discussion and student involvement in pair/group activities
Work load: Exams: 4 written, 3 oral and 1 final.
Grade: 15% final exam, 25% written reports/papers, 10% class participation, 30% Written Exams; 15% Oral Exams; 5% workbook exercises
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 1004 Intermediate French
(Sec 001, 003-012); 5 cr; prereq 1003 or Entrance Proficiency Test; meets DELM req of classroom
Instructor: STAFF
Description: This course is for those who have successfully passed Fren 1003 with a C- or better or have passed all sections of the EPT (Entrance Proficiency Test) for this level. This course continues the building of speaking, writing, listening and reading skills acquired during the first three semesters of French while expanding cultural knowledge. Emphasis is placed on reading, writing and culture. Topics covered in this course include cinema, transportation and technology, education, leisure, and the francophone world. The text, "Interaction" 6th ed., includes contemporary informational readings, historical information, and literary texts. In this text students will cover material from Ch. 6 through Ch. 10. Writing skills will be developed through process-writing essays. Several class sessions will allow students to work with audio-visual resources to develop their listening and culture skills, and to work with authentic web-based resources to develop their reading skills and cultural competence. Students will become more sophisticated readers of literary texts (from France and the francophone world) as they work with a selection of 19th-and 20th-century literary readings compiled in "Explorations: La litterature du monde francais", 4th ed. During enrollment in 1004 students who choose to, will have opportunity to complete the Language Proficiency Exam (LPE) and earn a text line on their transcript endorsing their proficiency in French.
Class time: 100% Mostly discussion and student involvement in pair/group activities. The text is accompanied by a workbook and CDs designed to be used by students outside of class.
Work load: Exams: 5 written, 3 oral. Students will regularly participate in conversational activities, partner and small group work. Expect an average of 2 hours of outside preparation for each class session hour.
Grade: 25% written reports/papers, 7% quizzes, 10% class participation, 37% written exams; 15% oral exams; 6% workbook exercises

Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 1022 Accelerated Beginning French
(Sec 001-003); 5 cr; prereq 2 or more yrs high school French; meets DELM req of classroom
Instructor: STAFF
Description: This course is intended for students who have previously studied French in high school or at a community college, or who are transfer students. The course begins with an accelerated review of Fren 1001 (Ch. preliminaire through Ch. 6 of "Deux Mondes" 4th ed.) followed by material covered in Fren 1002 (Ch. 7 through Ch. 13 of this same text). In other words, the course allows you to learn first-year materials in one semester. Upon entering this course students should be familiar with basic vocabulary, present and past tenses. The course will appear intensive for about the first three weeks during the accelerated review of Fren 1001 materials but it will proceed to a regular pace after that. The text, "Deux Mondes," 4th ed., is accompanied by a workbook and CDs that are designed to be used by students outside of class. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to speaking and listening, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.
Class time: 100% Combination of whole-class and small-group activities
Work load: Exams: 7 written, 3 oral and 1 final.
Grade: 13% final exam, 12% written reports/papers, 12% quizzes, 36% written exams; 12% oral tests; 8% workbook exercises
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 3014 French Phonetics
(Sec 001); 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 conversation. This course is designed for non-native speakers of French and is a required course for students completing a French major under semesters. However, students with excellent pronunciation skills may gain exemption from this requirement by passing a practical pronunciation test.

Fren 3015 Advanced French Grammar and Communication
(Sec 001-003); 4 cr; prereq 1004 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: 3015 is the first in a two-course sequence (with 3016) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In 3015, students will develop skills in a variety of writing forms, such as the portrait, description, narration and textual analysis. Course requirements include exams as well as regular writing assignments, which usually involve at least one rewriting. There will be oral practice (pronunciations) and dictations. Course programs may also include translation, conjugation quizzes and specialized grammar exercises, as well as the textual analysis of short stories, recent news articles, and films.
Class time: 100% Language instruction
Work load: 10 pages of reading per week, 10 pages of writing per
Fren 3016 Advanced French Composition and Communication (Sec 001-004); 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.
Class time: 100% Language instruction
Work load: 10 pages of reading per week, 10 pages of writing per semester, 4 exams
Grade: 20% mid-semester exam(s), 40% final exam, 20% written reports/papers, 20% quizzes
Exam format: Grammar exercises, essays

Fren 3111 Medieval Stories (Sec 001); 3 cr; prereq 3101; meets DELM req of classroom
Instructor: Noakes, Susan J.
Description: A study of the various kinds of tales, in verse and prose, that enlivened life in medieval France. Some are funny, some are scary: all offer a window into the daily life and shared beliefs of the time of the great cathedrals. Reading, class presentations, short papers and exams.

Fren 3250 French Poetry (Sec 001); 3 cr; max hrs 9, 3 repeats allowed; prereq 3101; meets DELM req of classroom
Instructor: Wall-Romana, Christophe M
Description: Those who routinely question how they experience the everyday, history, others, and even themselves, have a good chance of finding an exhilarating terrain in modern French poetry. We might in fact characterize modern poetry as the deliberate construction of experience via language. But what exactly is meant by "experience," and isn't it given rather than constructed? Our class will mull over this central mystery by reading some of the better-known yet still challenging poems of four broad movements: Romanticism, Symbolism, L'Esprit nouveau, and Dadaism/Surrealism. Critical readings will examine issues of sensory culture (visual arts and music, urbanism and media) and subject formation (sexuality, gender, dandyism, vanguard), while reviewing theoretical approaches to poetry from Bachelard and de Man to cognitive linguistics. Besides usual assignments (response and research papers), we may opt to try our hand at writing short poems corresponding to each movement.

Fren 3521 History of the French Language (Sec 001); 3 cr; prereq 3015; Ling 3001 recommended; meets DELM req of classroom
Instructor: Kerr, Betsy Jean
Description: In this course, students will study the development of the French language from Latin to modern French. Both internal factors affecting development (e.g., simplification of words through sound changes) and external factors (e.g., historical and social changes) will be examined in order to give students an understanding of how the French language came to be what it is today. The class will follow a discussion/lecture format with emphasis on discussion. Some class time will be spent working with other students in small groups discussing questions related to the readings or working on linguistic analyses of texts from various periods. Readings and discussion in French. Students will do reports of independent reading five times in the semester. Three exams, numerous assignments. Use of WebCT site is an integral part of the course.
Class time: 60% Discussion
Work load: 20-30 pages of reading per week, 10-15 pages of writing per semester, 3 exams, Five reading reports
Grade: 40% mid-semester exam(s), 20% final exam, 25% written reports/papers, 15% class participation
Exam format: Mostly short answers and essay, some true/false

Fren 3602 French Civilization and Culture II (Sec 001); 3 cr; prereq 3015; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Sauret, Martine
Description: This course will examine the centrality of the French Revolution of 1789 in the shaping of modern French identity: the creation of a political and social reality which enacts the Declaration of the Rights of Man while enforcing the Reign of Terror against dissidents. We will read and discuss the expression of extreme notions such as violence, terror, and revolution in excerpts from writings by revolutionary leaders, French historians and cultural critics (Rousseau, Robespierre, Michelet, Baudrillard), narratives and plays by 19th and 20th-centuries writers (Hugo, Camus, Sartre, Fanon, and others). We will view two films - Danton and The Battle of Algiers, and discuss the representation of present-day terrorism and racism in French media. Students will be evaluated on the basis of class discussion, oral presentations, several short papers, and a final paper. All readings, discussions, presentations, and papers will be in French.

Fren 3650 Topics in French/Francophone Cultures: The French Revolution as Specter (Sec 001); 3 cr; max hrs 9, 3 repeats allowed; prereq 3015; meets DELM req of classroom
Instructor: Reinberg, Mira
Description: This course will examine the centrality of the French Revolution of 1789 in the shaping of modern French identity: the creation of a political and social reality which enacts the Declaration of the Rights of Man while enforcing the Reign of Terror against dissidents. We will read and discuss the expression of extreme notions such as violence, terror, and revolution in excerpts from writings by revolutionary leaders, French historians and cultural critics (Rousseau, Robespierre, Michelet, Baudrillard), narratives and plays by 19th and 20th-centuries writers (Hugo, Camus, Sartre, Fanon, and others). We will view two films - Danton and The Battle of Algiers, and discuss the representation of present-day terrorism and racism in French media. Students will be evaluated on the basis of class discussion, oral presentations, several short papers, and a final paper. All readings, discussions, presentations, and papers will be in French.

Fren 3733 The Idea of Paris (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Brewer, Daniel
Description: This course investigates the meaning of Humphrey Bogart’s remark to Lauren Bacall at the end of the film Casablanca, “We’ll always have Paris.” Ranging across literature, painting, photography, film, and architecture, this course considers the meanings the idea of Paris acquired in the modern French (and American) cultural imagination. Paris will be read critically as a protean metaphor, myth or allegory of urban modernity. A further set of objectives involve using the idea of Paris to explore concepts and critical issues pertaining to lived urban experience elsewhere and more generally, such as mass culture and alienation, the technology of city pleasure, the growth of capitalism and consumerism, the city as a memory site, the porous global city, etc.

Fren 4101V Honors: Seminar in French Studies (Sec 001, 002); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: Chaouat, Bruno
Description: In this course, students will be introduced to ground-breaking theoretical essays written in the wake of structuralism and the development of &quot;sciences humaines&quot; triggered by the epistemological turn furthered by structural linguistic, anthropology, ethnology and psychoanalysis. We will ask how this development, combined with the reshaping of historiography through analysis of discourse and the deconstruction of Western metaphysics, has contributed to the systematic renewal of traditional ways of reading literature and culture. 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. The reading material will be available in the form of a photocopy packet. Students will design an individual research project, which they will develop in consultation with the instructor. A high degree of active participation is expected. Regular attendance is required. The course will be conducted in French and English, and although no theoretical knowledge will be assumed, students will be expected to have taken several advanced major courses.

Fren 4101W Seminar in French Studies
(Sec 001, 002); 3 cr; prerequisite Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Chauvat, Bruno
Description: In this course, students will be introduced to ground-breaking theoretical essays written in the wake of structuralism and the development of &quot;sciences humaines&quot; triggered by the epistemological turn furthered by structural linguistic, anthropology, ethnology and psychoanalysis. We will ask how this development, combined with the reshaping of historiography through analysis of discourse and the deconstruction of Western metaphysics, has contributed to the systematic renewal of traditional ways of reading literature and culture. 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. The reading material will be available in the form of a photocopy packet. Students will design an individual research project, which they will develop in consultation with the instructor. A high degree of active participation is expected. Regular attendance is required. The course will be conducted in French and English, and although no theoretical knowledge will be assumed, students will be expected to have taken several advanced major courses.

Work load: 30-40 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 1 papers, oral presentation, bibliography, short assignments/reports
Grade: 15% mid-semester exam(s), 50% written reports/papers, 10% in-class presentations, 25% class participation

Fren 4101W Seminar in French Studies
(Sec 001, 002); 3 cr; prerequisite Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Chauvat, Bruno
Description: In this course, students will be introduced to ground-breaking theoretical essays written in the wake of structuralism and the development of &quot;sciences humaines&quot; triggered by the epistemological turn furthered by structural linguistic, anthropology, ethnology and psychoanalysis. We will ask how this development, combined with the reshaping of historiography through analysis of discourse and the deconstruction of Western metaphysics, has contributed to the systematic renewal of traditional ways of reading literature and culture. 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. The reading material will be available in the form of a photocopy packet. Students will design an individual research project, which they will develop in consultation with the instructor. A high degree of active participation is expected. Regular attendance is required. The course will be conducted in French and English, and although no theoretical knowledge will be assumed, students will be expected to have taken several advanced major courses.

Work load: 30-40 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 1 papers, oral presentation, bibliography, short assignments/reports
Grade: 15% mid-semester exam(s), 50% written reports/papers, 10% in-class presentations, 25% class participation

Fren 4970 Directed Readings
(Sec 001-006); 1-4 cr; max crs 9, 9 repeats allowed; prerequisite consent; meets DELM req of classroom
Instructor: STAFF
Description: Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.

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

Frt 3803 New Wave Cinemas: Love, Alienation and Landscape in Post-War Italian and Fr
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Smith, Alan Kim
Description: This course studies the powerful connections between landscape, desire and memory in films by French New Wave directors. Our primary goal will be to understand the aesthetic, cultural and sexual tensions that are mapped out in urban, rural, regional and post-colonial New Wave landscapes. As a secondary goal, participants will develop expertise in film theory and analysis. We will begin by reviewing important influences on this dynamic, notable Italian neorealism, film noir and postwar expressionist cinemas. While we will focus on seminal works such as Alain Resnais's Hiroshima mon amour, Jean-Luc Godard's A bout de souffle, Agnes Varda's Cloe de 5 a 7, Jacques Rivette's Ma nuit chez Maud, Francois Truffaut's Les 400 coups and Jules et Jim, and Claude Chabrol's Le Boucher, we will also look at recent films by directors such as Resnais, Godard, Chabrol, Varda and Rivette who are still active.

Gay, Lesbian, Bisexual, and
**General College**

25 Appleby Hall: 612/625-3339

---

**GC 713 Introductory Algebra, Part II**

(Sec 001); 0 cr; prereq [4 cr equiv]; 0712, 0716, instr consent; credit will not be granted if credit received for: 0616, 0617, 0621, 0717, 0721, 0722, 1435; meets DELM req of classroom

**Instructor:** STAFF

**Description:** The primary source of new material will be discovery-based with mini-lectures given by the instructor, who will help students discover and explain concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 25% of each class. The rest of the time you will be working individually and in small groups solving problems, and taking quizzes and exams. During individual and group work the instructor will provide individual help as time permits. See GC 0717 for a version of this course done using interactive multimedia computer software. Course covers concepts and procedures of elementary algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work problems that involve 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. Homwork 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 Intermediate Algebra, GC 0731 or GC 0732.

**Class time:** 60% lecture, 20% Discussion, 20% Solve algebra problems

**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 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 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, rational expressions, 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 open book and calculators are allowed. Course prepares you for Intermediate Algebra, GC 0731 or GC 0732.

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

---

**GC 721 Introductory Algebra**

(Sec 001); 0 cr; prereq [4 cr equiv]; GC math placement; credit will not be granted if credit received for: 0616, 0617, 0621, 0712, 0713, 0716, 0717, 0722, 1435; meets DELM req of classroom

**Instructor:** STAFF

**Description:** A first course in algebra taught using a traditional lecture/discussion format where the instructor will introduce, explain, and illustrate concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 60% of each class. The rest of the time you will be working individually and in small groups solving problems, and taking quizzes and exams. During individual and group work the instructor will provide individual help as time permits. See GC 0722 for a version of this course done using interactive multimedia computer software. Course covers concepts and procedures of elementary algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work problems that involve whole numbers, fractions, decimals, and percents. Course content includes real number (signed number) operations, equations, inequalities, absolute value, rectangular (x-y) graphs, systems, exponents, polynomials, factoring, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 6. Homework assignments ask you to work 10-40 problems each class day. Testing includes five 50 minute closed-book exams and a two hour comprehensive final. Calculators are allowed. Course prepares you for Intermediate Algebra, GC 0731 or GC 0732.

**Class time:** 60% lecture, 20% Discussion, 20% Solve algebra problems

**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

Description: A first 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 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 expressions, equations, exponents, polynomials, factoring, graphs, systems, exponents, polynomials, factoring, rational expressions, 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, working on problems, interacting 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: Algebra problems to solve (e.g. Solve this equation)

GC 732 Intermediate Algebra (Computer)

(Sec 003); 0 cr; prereq [4 cr equiv]; grade of at least C in [0713 or 0717 or 0721 or 0722] or GC math placement; credit will not be granted if credit received for: 0618, 0625, 0631, 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 working on 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 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, graphs. Course content includes rational expressions and equations, roots, radicals, quadratic, exponential, and logarithmic functions, and word problems. 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 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: 70% lecture, 10% 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)
Description: GC 1042 is a reading course for students in the Commanding English Program. This section of GC 1042 is connected to GC 1135: Human Anatomy and Physiology. The textbook in GC 1042 is the same text(s) used in the paired content course. Course objectives include: developing vocabulary and concepts for a given field of study, developing reading strategies, and building study and test-taking strategies for academic success. Specifically, students will work to take accurate lecture notes, predict test questions, analyze multiple choice test questions, use previewing, pre-reading and post-reading strategies, understand the use of references, punctuation, transitions, and definition cues in academic reading. In addition, students will also learn a variety of ways to effectively study and prepare for a science class.

Course time: 25% lecture, 75% Discussion

Work load: 30-50 pages of reading per week, 30 pages of writing per semester. Reading notes, vocabulary word and other activities related to human anatomy and physiology.

Grade: 10% written reports/papers; 25% special projects, 25% quizzes, 20% in-class presentations, 10% class participation, 10% problem solving

Exam format: Quizzes/ short answer essay

Course URL: http://www.webct.umn.edu

---

Description: This course explores American immigrant experiences, both historical and contemporary, through literature generated by and about immigrants to this country. Readings in fiction, expository prose, biography and oral history will be used to explore common themes and issues of the immigrant experience: conditions leading to emigration; adjustments to and impact on the U.S.; change over time; inter-generational conflict, and historical contexts for specified waves of immigration. Students will read four novels, plus additional background material. Grading will be based on class discussion, journal writing, essays and a class project. Space in the class is reserved for GC students in the Commanding English Program.

Class time: 25% lecture, 65% Discussion, 10% Films, guest lectures

Work load: 100 pages of reading per week, 40 pages of writing per semester, 4 papers, 1 course project

Grade: 60% written reports/papers, 20% special projects, 5% class participation, 15% in-class writing and homework

Exam format: take-home essay papers
and gain regular feedback from the instructor. The course is given in computer labs, and active learning is an emphasis in all sections. Authors in the course center around the topic of education. This course is for undergraduates.

**Class time:** 10% lecture, 15% Discussion, 75% various writing exercises. (Percentages vary by section)

**Work load:** 60-80 pages of reading per week, 35-40 pages of writing per semester, 1 exams, 11 papers

---

**GC 1422 Writing Laboratory: Communicating in Society**

(SEC 001-033); 3 cr; prereq grade of at least D in [1421 or equiv]; credit will not be granted if credit received for: 1423 or 1424 or Rhet 1101; meets DELM req of classroom

**Instructor:** STAFF

**Description:** The content in this course, as in GC 1421, is writing for college. Topics around which student writing is assigned varies, but in all cases, the emphasis for the course is on developing such skills as argumentation, 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 1423 Writing Laboratory: Community Service Writing**

(SEC 001-008); 3 cr; prereq grade of at least D in [1421 or equiv], instr consent; credit will not be granted if credit received for: 1422, 1424, Rhet 1101; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom

**Instructor:** STAFF

**Description:** In this course students gain experience producing and interpreting source-based writing. They develop familiarity with common practices of research including finding source materials, analyzing those materials, and positioning themselves in written conversation with others. All students in the class participate throughout the term in community projects that provide an additional, public, rhetorical context for their writing.

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

**Work load:** 50 pages of reading per week, 60 pages of writing per semester, One extended writing project, several shorter papers

**Grade:** 0% Varies by section

---

**GC 1513 Small Business Fundamentals With E-Business Applications**

(SEC 001); 3 cr; prereq TC; meets DELM req of classroom

**Instructor:** STAFF

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

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

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

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

**Exam format:** 50% multiple choice; 50% essay

---

**GC 1571 Introduction to Microcomputer Applications**

(SEC 001-006); 4 cr; prereq 0713 or 0717 or 0721 or 0722 or equiv; credit cannot be granted if credit has already been received for: 1573, or 1574; meets DELM req of classroom

**Instructor:** STAFF

**Description:** 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, PowerPoint, and Access. Course is designed for students who want to learn the concepts, skills, and applications of word processing, spreadsheet, presentation, and database software. Course content: Basic concepts; word processing (30%) - entering, editing, formatting, and manipulating text, paragraphs, tables, outlines, footnotes, headers, footers, mail merge, character and paragraph styles, graphics, word art; spreadsheets (40%) - entering data, formatting cells and worksheets, built-in and customized formulas, making decisions using IF/THEN/ELSE logic, lookup tables, conditional formatting, creating graphs, integrating graphs in Word documents; presentation software (15%) - creating, editing, and displaying presentations that include text, graphics, sound, and animation; database (15%) - creating customized databases, modifying database structure, creating forms and reports, creating and applying queries, integrating data with Word and Excel. Hourly time commitment per week: Class: 4; Reading: 2; Writing: 0; Studying: 1; Homework: 5. Students have to do a significant amount of work outside of class reading and working on their own computer or a computer in a University lab in order to complete the work for the course.

**Class time:** 100% Work on computers, get help from instructor

**Work load:** 70 pages of reading per week, 1 exams, 27 computer-based projects.

**Grade:** 50% final exam, 50% 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 1851 Multicultural Relations**

(SEC 001-003); 3 cr; prereq BC; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course is designed for undergraduate students. The course examines the nature of historical and contemporary multicultural relationships within American society. It looks at inter-cultural, inter-ethnic, interracial and cross-gender relationships from both a historical and contemporary perspective. The examination of these issues will help develop methods to analyze and construct connections between systems that devalue, degrade, dehumanize and destroy individuals and groups. The goals and purposes of this course are to enhance the teacher's ability to formulate ways of constructing new relationships between human and multicultural relationships.

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

**Work load:** 75 pages of reading per week, 25 pages of writing per semester, 3 exams, 5 papers, 4 quizzes.

**Grade:** 15% mid-semester exam(s), 30% final exam, 30% written reports/papers, 5% quizzes, 20% class participation

**Exam format:** Multiple choice

---

**Genetics, Cell Biology and Development**

6-160 Jackson Hall: 612 6243110

**GCD 4025 Cell Biology Laboratory**

(SEC 001); 2 cr; prereq Biol 4004 or instr consent; meets DELM req of classroom

**Instructor:** STAFF

This information is accurate as of: 10/27/2005 at 2:13 PM
**GCD 4143 Human Genetics**

*(Sec 001); 3 cr; prereq 3022 or Biol 4003 or instr consent; meets DELM req of classroom*

**Instructor:** STAFF

**Description:** This course covers the basics of human genetics, focusing on medical aspects of genetic based human disease. Lectures include information of different modes of inheritance including recessive, dominant, X-linked and mitochondrial, tri-nucleotide expansions and genetic imprinting. This course also includes information on genetic linkage analysis, cytogenetics and other aspects of human genetics. This course is intended for undergraduates who have had previous courses in genetics and biochemistry.

**Class time:** 100% lecture

**Work load:** 10 pages of writing per semester

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

Exam format: Multiple choice, short answer

**GCD 4793W Directed Studies: Writing Intensive**

*(Sec 001-095); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom*

**Instructor:** STAFF

**Description:** This is an advanced course in ArcInfo and has three segments, large-scale projects, spatial statistics); and macro-language segmentation, grid processing, address matching, data exchange, program or instr consent; meets DELM req of classroom

**Instructor:** Lindberg, Mark B

**Description:** This is an advanced course in ArcInfo and has three main components: in-depth exploration of the six themes emphasized in GIS 5571; extension into selected areas (e.g., dynamic segmentation, grid processing, address matching, data exchange, large-scale projects, spatial statistics); and macro-language programming. Students completing this course will be able to work independently at an advanced level in ArcInfo.
rainforests? 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, contributing to the evolving biological diversity of places at both global and local scales. This course examines the spatial and temporal arrangement of plants and animals and the factors that shape these distributions. The course emphasizes the investigation of the linkages between abiotic and biotic systems including the influence of climate, soil, biotic interactions, and landscape configurations on biological diversity. In laboratory sections, students will make observations, and use mapping and computer-based technology 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 biotic distributions.

Class time: 60% lecture, 40% Discussion
Work load: 40 pages of reading per week, 6 exams
Grade: 10% special projects, 60% quizzes, 30% lab work
Exam format: Mixture of multiple choice, essay, map interpretation

Geog 1403H Honors: Biogeography of the Global Garden (Sec 001): 4 cr; prereq Honors; 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; meets HON req of Honors
Instructor: Kipfmuehler, Kurt Foster
Description: Have you ever wondered why northern Minnesota has an abundance of forests while the southwestern portion is composed of mostly grasslands? Why is it that deserts have such a unique array of organisms? Why is there so much biological diversity in tropical rainforests? 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, contributing to the evolving biological diversity of places at both global and local scales. This course examines the spatial and temporal arrangement of plants and animals and the factors that shape these distributions. The course emphasizes the investigation of the linkages between abiotic and biotic systems including the influence of climate, soil, biotic interactions, and landscape configurations on biological diversity. In laboratory sections, students will make observations, and use mapping and computer-based technology 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 biotic distributions.

Class time: 60% lecture, 40% Discussion
Work load: 40 pages of reading per week, 6 exams
Grade: 10% special projects, 60% quizzes, 30% lab work
Exam format: Mixture of multiple choice, essay, map interpretation

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: Griffis, Timothy John
Description: The goal of GEOG 1425 is to introduce the basic physical, chemical and biological processes that drive changes in Earth's weather and climate. Topics will include: radiation and energy exchange; greenhouse effect; stratospheric ozone depletion; severe weather hazards; general circulation of the atmosphere; climate teleconnections including El Nino, and impacts of human activities on climate. Weekly field and computer labs will be used to investigate how weather and climate data are measured, analyzed and interpreted. All lecture and lab material will be made available on the course web site.

Class time: 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 3101 Geography of the United States and Canada (Sec 001); Credit will not be granted if credit has been received for: GEOG 3102, 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 3111 Geography of Minnesota (Sec 001): 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom
Instructor: Squires, Roderick H
Description: The modern state can be characterized as the outcome of numerous debates about the role of government, commonly termed public policy or law, and the behavior of individuals and corporations in reaction to such public policy. The political and legal entity we know as Minnesota - comprising landscapes and people - reflects the result of several iterations of debate and consequential behavior. Most, if not all, of its tangible and intangible characteristics have evolved as we have "muddled through" 150 years. Only through this approach can we...
understand the modern landscape of Minnesota and present behavior of Minnesotans. The class period will be divided into two, a lecture followed by a computer lab in which you will be free to work on your projects. The grades are based on class attendance and on performance in five projects, a long one worth 50% of the grade, and four smaller ones. The course is designed for both undergraduate majors and non-majors, anyone interested in the history and geography of Minnesota and the relations of the state with other parts of the country and the world.

Class time: 50% lecture, 50% Laboratory
Work load: 5 papers, one worth 50%, 4 worth 10% of the grade
Grade: 100% written reports/papers
Exam format: no exam

Course URL:
http://www.geog.umn.edu/faculty/squires/courses/311100.html

Geog 3161 Europe: A Geographic Perspective
(Sec 001); Credit will not be granted if credit has been received for: GLOS 3921; 3 cr; meets CLE req of Writing Intensive; meets CLE req of International Perspectives Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: STAFF
Description: What holds Europe together, what drives it apart? Processes of geographic integration and fragmentation characterize contemporary Europe. Performances of apparently opposite phenomena take place simultaneously, e.g., of homogeneity and heterogeneity, of political integration and declining political affiliation, and of emerging local identities as well as nationalism. This course systematically addresses the changing demographic, ethnic/cultural, economic, political and urban landscapes of European regions. The purpose of the course is not only to describe the similarities and differences in the landscapes, but also to provide geographic explanations of the observed phenomena, patterns and processes. With the country project you will learn about one country in greater detail and can apply the content of the readings, debates and lectures. You are encouraged to complement the in-class discussions on the geography of Europe with your in-depth study of the country of your choice. This class fulfills the "International Perspectives" and "Social Science Core" Liberal Education requirements. The instructor, Albertine van Diepen, is a visiting professor from the University of Amsterdam.

Class time: 55% lecture, 30% Discussion, 15% multimedia
Work load: 40-50 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, 1 quiz
Grade: 20% mid-semester exam(s), 35% final exam, 35% written reports/papers, 10% quizzes

Course URL:
http://www.geog.umn.edu/courses/3161

Geog 3374V Honors: The City in Film
(Sec 001); Credit will not be granted if credit has been received for: GEOG 3374, GEOG 3374W, GEOG 3374W, GEOG 5374, GEOG 5374W, GEOG 5374W; 4 cr; prerequisite honors; meets CLE req of International Perspectives Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: Miller, Roger P; Morse Alumni Award!!
Description: Same as for Geog 3374W, with an honors/grad recitation section. Students complete one additional paper (same as for Geog 5374W) on a topic worked out with the instructor.

Class time: 30% lecture, 30% Discussion, 40% film viewing
Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 paper, 3 comparative film reviews
Grade: 70% written reports/papers, 20% quizzes, 5% class participation
Exam format: Short answer, short essay (for quizzes)

Exam format: Exams are a combination of short answer and long essay.

Geog 3373 Changing Form of the City
(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core; meets CLE req of International Perspectives Theme; meets DELM req of classroom
Instructor: Miller, Roger P; Morse Alumni Award!!
Description: Cities first appeared about 7,000 years ago. Only in the past 100 years have they become the dominant form of settlement in the "developed" world. We study cities not only because we are interested in them for their own sake, but because they serve as mirrors that reflect their makers and inhabitants, albeit imperfectly. In this course you will learn not just about cities, but about the civilizations that made them. The course pays particular attention to ancient cultures and cities; the medieval European city; Renaissance and Baroque cities; mercantile and industrial cities; the development of planning; colonial cities; utopian cities; and planning triumphs and disasters. Although the course draws broadly on world history, enough material will be covered in class to provide at least the rudimentary knowledge needed for this course. The course is primarily lecture, but class discussion is encouraged and solicited. Extensive use is made of slides and other visual aids. The course is intended for undergraduate majors and non-majors. It satisfies the History Core CLE requirement, and the International Perspectives Theme requirement. Texts include Lewis Mumford, The City in History; John Reps, Town Planning in Frontier America; and James E. Vance Jr. The Continuing City; Urban Morphology in Western Civilization.

Class time: 90% lecture, 10% Discussion
Work load: 60 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 paper
Grade: 30% mid-semester exam(s), 35% final exam, 35% written reports/papers
Exam format: Essay-questions, distributed before exam, 1 handwritten page of notes allowed

Geog 3374W The City in Film
(Sec 001); Credit will not be granted if credit has been received for: GEOG 5374, GEOG 5374W, GEOG 5374W, GEOG 5374W, GEOG 5374W; 4 cr; prerequisite honors; meets CLE req of International Perspectives Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Miller, Roger P; Morse Alumni Award!!
Description: Movies are one of our key modes of discourse today. We have grown up with the movies, and most of us are at least as familiar with cinematic portrayals as we are with novels, poetry, painting and sculpture. Our understanding of the increasingly urban world is mediated, in part, through cinematic representations. The nature of cities, and our reactions to them, have also changed during the approximately one hundred years of cinematic portrayal. This is the period in which the US became an urban nation, and then a suburban one. It is also the era in which an international metropolitan culture has blossomed, and in which urban landscapes have been challenged by...
corporate cityscapes. As these changes have occurred, they have been mirrored in the cinematic record. In this course, we will view about a dozen films in which urban issues play an important role, from the 1920s through today, from a variety of North American, European, and Third World settings. We will concentrate on a number of themes: attitudes toward urban form and technology; social and cultural conflict; political and economic processes; and utopian and dystopian views of the urban future. We will also learn about the language of cinema, from both a technical and artistic standpoint, and how to critique films. Students will complete three comparative movie reviews. A significant portion of the class activity takes place in the required recitation sections, where the films will be discussed.

**Class time:** 30% lecture, 30% Discussion, 40% Film viewings  
**Work load:** 50 pages of reading per week, 15 pages of writing per semester, 6 quizzes in recitation  
**Grade:** 30% quizzes, 10% class participation, 60% Three movie reviews, each comparing one in-class film and one outside-of-class film  
**Exam format:** Quizzes -- short answer, short essay, definitions

**Geog 3377 Music in the City: Sounds and Bodies in Different Places (Sec 001): 3 cr; A-F only; meets DELM req of classroom**  
**Instructor:** Saldanha, Arun  
**Description:** Why is music so important to all known human cultures? Music seems to have a very special power to fill space with meaning. Through music, people feel connected to landscapes, regions, nations, cities, neighbourhoods, buildings and like-minded people. Music gives value to places, ideas and other people, and it therefore also carries political meaning. This is easily seen (heard) in national anthems. The course tries to understand how this connecting between sound, place, identity and politics happens through human bodies interacting. Several case-studies, local, American as well as international, will enable getting a varied sense of the geography of music, including transnational circuits of Caribbean music; hip hop and the ‘hood’; global clubbing culture; classical concert music; migrant music in Minneapolis; and the racial ambivalences of Prince. For undergraduates, the course is meant as an introduction to cultural geography; for graduates in the social sciences and humanities, it offers a topical emphasis on music, body and place.  
**Class time:** 40% lecture, 30% Discussion, 20% video and audio during lecture; 10% students' research presentations  
**Work load:** 30 pages of reading per week, 25 pages of writing per semester, 1 exams, 1 papers, weekly reading reports  
**Grade:** 20% final exam, 20% written reports/papers, 20% in-class presentations, 10% class participation, 30% individual research project  
**Exam format:** five essay questions, focusing on concepts

**Geog 3378 Third World Underdevelopment and Modernization (Sec 001); 3 cr; meets DELM req of classroom**  
**Instructor:** Kiaga, Annamarie Kashaija  
**Description:** In this course we examine processes underlying social and economic change in the Third World, including the evolving global economy and internal geographic and social/economic conditions. We explore theories of modernization, development, and underdevelopment, with special emphases on evolving approaches to development, including economic growth, Basic Needs, Human Development, "Development as Freedom," and Sustainable Development.  
**Class time:** 70% lecture, 30% Discussion  
**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers  
**Grade:** 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% class participation  
**Exam format:** short and long essay

**Geog 3379 Environment and Development in the Third World (Sec 001); Credit will not be granted if credit has been received for: GLOS 3303; 3 cr; A-F only; prereq Sop or jr or sr; meets CLE req of Environment Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom**  
**Instructor:** Samatar, Abdi Ismail  
**Description:** This course has three objectives: (a) to advance students' knowledge of the history of capitalism as a global system, its dynamic nature and insatiable appetite for resources, and development; (b) to give students analytical tools to understand the relationship between the expansive system, its enormous productive and destructive capacity (social and ecological); (c) to enable students to gain substantive knowledge about how this system impacts on Africa, Asia, and Latin America, and the social and ecological struggles in those regions. Topic covered include: Dynamics and patterns of economic development; Uneven global consumption of natural resources; Poverty and overconsumption as the twin sources of environmental degradation; Population and Development, Urban environment in the South; Gender-class and environmental struggles. Teaching methods: There are two lectures and a discussion session per week. Several students will lead each weekly discussion of current environment/development topic. Several documentaries. Authors include: Bina Agarwal, Barry Commerone, Micheal Watts, P. Blaise, Dharam Ghi; David Harvey. Intended audience: Social and natural science undergraduates.  
**Class time:** 70% lecture, 30% Discussion  
**Work load:** 60 pages of reading per week, 2 exams, 1 papers  
**Grade:** 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 20% class participation, examinations

**Geog 3381W Population in an Interacting World (Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** Kweka, Opportuna Leo  
**Description:** The course will study theories and debates explaining trends and factors affecting three components of population change, fertility, mortality, and migration. Similarities and differences in population characteristics across different countries in the globe will be identified. The course will link the three components of population change to political, economic, and socio-cultural characteristics of a place. A critical analysis of population data will be conducted. In addition, the course will look at population issues around the globe, such as population explosion, low levels of fertility, diseases (AIDS), migration and security, refugee crises, over-urbanization, high mortality rates, population, environment and development relationship. Lastly, the course will examine different policies and measures that are put forward to regulate population growth, mortality and migration using a number of case studies. Required Reading Peters, G.L. and Larkin, P. 2005. Population Geography, Problems, Concepts and Prospects, Kendall/Hunt Publishing Company. 8th edition.  
**Class time:** 70% lecture, 20% Discussion  
**Work load:** 10 pages of writing per semester, 2 exams, 1 papers  
**Grade:** 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 5% lab work, 5% Scheduling of the questions/topic for discussions  
**Exam format:** Definition of concepts, population data, short answers and long essays

**Geog 3441 Quaternary Landscape Evolution (Sec 001); 3 cr; A-F only; prereq 1403 or 3401 or instr consent; meets DELM req of classroom**  
**Instructor:** Shuman, Bryan Nolan  
**Description:** Landscapes are the product of continual changes in landforms, soils, plant cover, and very recently, human artifacts. At any point in time they reflect portions of the past record that become increasingly obscured through time. Understanding the future and the significance of human impacts on the environment requires that we understand how we got to the present. This course explores the nature of present landscapes and the methods for reconstructing the evolutionary history of landscapes through evidence in landforms, soils, fossil, and historic records over the past 2.5 million years. We will explore the evolution of diverse landscapes such as Death Valley, Cape Cod, California's Mono Craters, Nebraska Sandhills, Lake

---

This information is accurate as of: 10/27/2005 at 2:13 PM
Bonneville, The Lake Agassiz Plain, East Central Minnesota, East Central Illinois, Northeastern Iowa, the Lower Mississippi River Valley, Puerto Rico, the High Arctic, and the Columbia Plateau changes from the numerous and cataclysmic Lake Missoula floods.

Class time: 40% lecture, 30% Discussion, 30% landscape analysis from maps
Work load: 25-75 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers
Grade: 30% mid-semester exam(s), 25% written reports/papers, 25% special projects, 15% class participation
Exam format: essay

Geog 3511 Principles of Cartography
(Sec 001); 4 cr; prereq 3 cr in geog or instr consent; meets DELM req of classroom
Instructor: Mc Master, Robert B
Description: There are three major objectives to the introductory class in cartography. First is understanding the importance and characteristics of spatial data. Topics include data measurement levels, elementary statistical analysis, data classification, and fundamentals of geographical data. The second goal is to introduce the concepts of graphic design, the graphic hierarchy, and quantitative techniques for thematic mapping. Some of the specific methods we will cover this semester include choropleth mapping, isarithmic mapping, point symbolization mapping, and cartograms. In this section of the course, emphasis will also be placed on figure-ground relationships, color, and typography. Lastly, students will gain exposure to automated mapping hardware and software through the laboratory exercises. Lecture material will be enhanced through the laboratory exercises on basic thematic mapping techniques and cartographic design. The target audience is advanced undergraduates.
Class time: 70% lecture, 30% Laboratory
Work load: 40 pages of reading per week, 2 exams, Laboratory Exercises
Grade: 20% mid-semester exam(s), 40% final exam, 40% lab work
Exam format: Mixed mode--multiple choice, problem solving

Geog 3973 Geography of the Twin Cities
(Sec 001); Credit will not be granted if credit has been received for: GEO 1009, GEO 1009, GEOG 1973, GEOG 1973W, GEOG 1973; 3 cr; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Classroom
Instructor: VanDrasek, Barbara J
Description: Credit will not be granted if credit has been received for: GEOG 1973, 3.0 cr, meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets CLE req of Classroom. 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 cultures, and places? Why are they located as they are rather than in another pattern? What are things like at the neighborhood level? How did patterns evolve to become what they are today? How do economic and demographic forces produce changes on the landscape? How do publicly sponsored planning and redevelopment efforts attempt to correct the consequences of past actions while guiding us toward the future? Take-home assignments are self-guided field studies of selected parts of the St. Paul and Minneapolis areas. Assignments contain specific instructions to follow certain routes and discuss specific questions and themes at specified locations after making observations at those places. Your field assignments provide opportunities to draw on class work, readings, observation, and your thinking. Past experience with various versions of these assignments tells us that each one requires six to twelve hours in the field, and three to six hours preparing field reports.
Class time: 60% lecture, 10% Closed Circuit TV, 30% Discussion
Work load: 30 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers
Grade: 25% mid-semester exam(s), 25% final exam, 50% written reports/papers
Exam format: Short essay

Geog 3985V 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: Lunstrum, Elizabeth Mary
Description: The purpose of this course is to help students conceive, structure, and write their senior geography thesis. Most students at the beginning of this course will have a clear idea of what they want to write about as their capstone project, which will range between 20 and 35 pages. However, to pass this course all students must be able to clearly articulate a thesis, through both text and illustrations, which highlights one or more aspects of geographical thinking that you have pursued through your course work. It is hoped that this project will help propel you to think about the complex issues that you will encounter in your future careers.
Class time: 40% lecture, 60% Discussion
Work load: 20-50 pages of reading per week, 20-35 pages of writing per semester, 1 papers, You will turn in multiple drafts of your paper plus give presentations on your paper topic.
Grade: 70% written reports/papers, 20% in-class presentations, 10% class participation

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: Lunstrum, Elizabeth Mary
Description: The purpose of this course is to help students conceive, structure, and write their senior geography thesis. Most students at the beginning of this course will have a clear idea of what they want to write about as their capstone project, which will range between 20 and 35 pages. However, to pass this course all students must be able to clearly articulate a thesis, through both text and illustrations, which highlights one or more aspects of geographical thinking that you have pursued through your course work. It is hoped that this project will help propel you to think about the complex issues that you will encounter in your future careers.
Class time: 40% lecture, 60% Discussion
Work load: 20-50 pages of reading per week, 20-35 pages of writing per semester, 1 papers, You will turn in multiple drafts of your paper plus give presentations on your paper topic.
Grade: 70% written reports/papers, 20% in-class presentations, 10% class participation

Geog 4001 Modes of Geographic Inquiry
(Sec 001); 4 cr; meets DELM req of classroom
Instructor: Henderson, George Lanthor
Description: In this course you will examine critically the major intellectual and social frameworks within which geographers ask (and have asked) the questions they do. By "frameworks" we mean the fundamental assumptions and worldviews that inform how geographers think, why they think with the concepts that they do, and why these concepts seem to congeal around exclusions and oppositions--global v. local, space v. place, culture v. economy, science v. humanities, representation v. reality, self v. other. We will also challenge the notion that the university is the sole location for making geographical knowledge. Geog 4001 is not an attempt to sum up the content of your other courses. (It is also not a methods course—you won't learn how to determine the extent of global climate change or how to solve a transportation problem.) Instead we will track some of the ideas that give rise to the questions geographers ask. We will ourselves ask what purposes these ideas serve. For whom are they useful?
Class time: 50% lecture, 50% Discussion
Work load: 75 pages of reading per week, 2 exams, 3 short papers (2-3 pg); 1 longer (5-7 pg) paper
Grade: 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation
Exam format: Combined short answer and essay format

Geog 4121W Latin America
(Sec 001); Credit will not be granted if credit has been received

This information is accurate as of: 10/27/2005 at 2:13 PM
for: LAS 4121W; 4 cr; meets CLE req of Environment Theme; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Hart, John Fraser

Description: This course is designed for anyone who wants to understand and appreciate rural areas better. The instructor uses color slides lavishly as a substitute for first-hand observation. The three principal components of the rural landscape are: the shape of the land surface; the vegetation that cloaks the surface; and the structures that people have added for mining, or forestry, or farming, or residence, or recreation. Emphasis on the rural landscape shows how dramatically farming has changed since 1980. The instructor has a quirky sense of humor, and the lecture are interesting.

Class time: 90% lecture, 5% Discussion

Work load: 23 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 paper

Grade: 50% mid-semest er exam(s), 25% final exam, 25% written reports/papers

Exam format: Essay

Geog 5361 Geography and Real Estate

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

Instructor: Squires, Roderick H

Description: Through lectures and field trips the course will examine the nature and history of land ownership in the United States with special reference to Minnesota. The focus will be on the mechanistic, legalistic, and historic characteristics of land ownership not the uses to which land has been put or the philosophical, sociological, or economic aspects of land ownership. More attention will be paid to the published and unpublished primary materials that characterizes the nature of land ownership in the United States than to the secondary literature. The course is designed for relatively senior undergraduates, both majors and non-majors, and graduates, anyone interested in understanding the role that land ownership plays in our modern society and has played in our nation's history.

Class time: 50% lecture, 50% field trips

Work load: 6 projects, five written, one oral.

Grade: 100% written reports/papers

Exam format: no exam

Course URL: http://www.geog.umn.edu/faculty/squires/courses/536100.html

Geog 5374W The City in Film

(Sec 001); Credit will not be granted if credit has been received for: GEOG 3374, GEOG 3374W, GEOG 3374V, GEOG 3374V; 4 cr; prereq grad student or instr consent; 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: Movies are one of our key modes of discourse today. We have grown up with the movies, and most of us are at least as familiar with cinematic portrayals as we are with novels, poetry, painting and sculpture. Our understanding of the increasingly urban world is mediated, in part, through cinematic representations. The nature of cities, and our reactions to them, have also changed during the approximately one hundred years of cinematic portrayal. This is the period in which the US became an urban nation, and then a suburban one. It is also the era in which an international metropolitan culture has blossomed, and in which urban landscapes have been challenged by corporate cityscapes. As these changes have occurred, they have been mirrored in the cinematic record. In this course, we will view about a dozen films in which urban issues play an important role, from the 1920s through today, from a variety of North American, European, and Third World settings. We will concentrate on a number of themes: attitudes toward urban form and technology; social and cultural conflict; political and economic processes; and utopian and dystopian views of the urban future. We will also learn about the language of cinema, from both a technical and artistic standpoint, and how to critique films. Students will complete three comparative movie reviews. A significant portion of the class activity takes place in the required recitation sections, where the films will be discussed.

Class time: 30% lecture, 30% Discussion, 40% film viewings

Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 papers, 3 comparative film reviews

Grade: 75% written reports/papers, 20% quizzes, 5% class participation

Exam format: Short answer, short essay (for quizzes)

Geog 5377 Music in the City: Sounds and Bodies in Different Places

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

Instructor: Saldan, Arun

Description: Why is music so important to all known human cultures? Music seems to have a very special power to fill space with meaning. Through music, people feel connected to landscapes, regions, nations, cities, neighbourhoods, buildings and like-minded people. Music gives value to places, ideas and other people, and it therefore also carries political meaning. This is easily seen (heard) in national anthems. The course tries to understand how this connecting between sound, place, identity and politics happens through human bodies interacting. Several case-studies, local, American as well as international, will enable getting a varied sense of the geography of music, including the metropolitan economy, theories of urban land use, and the development of transportation systems to serve the metropolis. There are no specific prerequisites, but it is helpful if students have some background in urban studies, urban geography, or urban and regional planning. Planners at state departments of transportation (like MnDot) and the metropolitan planning organizations (Metropolitan Council of the Twin Cities) are currently working together to consider polices that go well beyond more and better highways, which have been traditional engineering solutions to expanded highway demands and traffic congestion. New approaches involve complementary changes in land use and transportation policies. Course uses a lecture/discussion format. Target audiences include juniors, seniors, and graduate students majoring in geography, urban studies, city and regional planning, public affairs, civil engineering, architecture and landscape architecture, and social science students generally.

Class time: 75% lecture, 25% Discussion

Work load: 50 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Short essays

This information is accurate as of: 10/27/2005 at 2:13 PM
transnational circuits of Caribbean music; hiphop and the ‘hood; global clubbing culture; classical concert music; migrant music in Minneapolis; and the racial ambivalences of Prince. For undergraduates, the course is meant as an introduction to cultural geography; for graduates in the social sciences and humanities, it offers a topical emphasis on music, body and place.

Class time: 40% lecture, 30% Discussion, 20% video and audio during lecture; 10% students' research presentations

Work load: 30 pages of reading per week, 25 pages of writing per semester, 1 exams, 1 papers, weekly reading reports

Grade: 20% final exam, 20% written reports/papers, 20% in-class presentations, 10% class participation, 30% individual research project

Exam format: five essay questions, focusing on concepts

Geog 5441 Quaternary Landscape Evolution
(Sec 001); 3 cr; prereq 3401 or grad student or instr consent; meets DELM req of classroom

Instructor: Shuman, Bryan Nolan

Description: Landscapes are the product of continual changes in landforms, soils, plant cover, and very recently, human artifacts. At any point in time they reflect portions of the past record that become increasingly obscured through time. Understanding the future and the significance of human impacts on the environment requires that we understand how we got to the present. This course explores the nature of present landscapes and the methods for reconstructing the evolutionary history of landscapes through evidence in landforms, soils, fossils, and historic records over the past 2.5 million years. We will explore the evolution of diverse landscapes such as Death Valley, Cape Cod, California's Mono Craters, Nebraska Sandhills, Lake Bonneville, The Lake Agassiz Plain, East Central Minnesota, East Central Illinois, Northeastern Iowa, the Lower Mississippi River Valley, Puerto Rico, the High Arctic, and the Columbia Plateau changes from the numerous and cataclysmic Lake Missoula floods.

Class time: 40% lecture, 30% Discussion, 30% landscape analysis from maps

Work load: 25-75 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers, 5 project reports

Grade: 30% mid-semester exam(s), 25% written reports/papers, 30% special projects, 15% class participation

Exam format: essay

Geog 5511 Advanced Cartography
(Sec 001); 3 cr; prereq 3511 or instr consent; meets DELM req of classroom

Instructor: Mc Master, Robert B

Description: There are three major objectives to the introductory class in cartography. First is understanding the importance and characteristics of spatial data. Topics include data measurement levels, elementary statistical analysis, data classification, and fundamentals of geographical data. The second goal is to introduce the concepts of graphic design, the graphic hierarchy, and quantitative techniques for thematic mapping. Some of the specific methods we will cover this semester include choropleth mapping, isarithmic mapping, point symbolization mapping, and cartograms. In this section of the course, emphasis will also be placed on figure-ground relationships, color, and typography. Lastly, students will gain exposure to automated mapping hardware and software through the laboratory exercises. Lecture material will be enhanced with laboratory exercises. The target audience is advanced undergraduates.

Class time: 70% lecture, 30% Discussion

Work load: 40 pages of reading per week, 2 exams, Laboratory Exercises

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

Exam format: Mixed mode--multiple choice, problem solving

Geological Engineering
122 Civil & Mineral Engineering: 612/625-5522

GeoE 4102W Capstone Design
(Sec 002); 3 cr; A-F only; prereq CE, GeoE, or Geo upper division or graduate student or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Stefan, Henry G

Description: Teams of 3 to 4 students solve civil engineering problems posed by practicing engineers (mentors). From problem description through formulation of objectives, conceptual solutions, preliminary planning and analysis, design, environmental impact assessment, final plans/specifications, cost analysis and recommendations. Each team makes three presentations. Draft report and a final project report are required.

Class time: 10% Discussion, 90% Team work on an engineering project

Work load: 10-20 pages of reading per week, 60 pages of writing per semester, 3 papers

Grade: 80% written reports/papers, 20% in-class presentations

Geology and Geophysics
106 Pillsbury Hall: 612/624-1333

Geo 1001 Earth and Its Environments
(Sec 001, 101-114); 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 requirement for both the environmental theme and as a physical science with lab. This course is designed for undergraduate students who are not geology majors and there are no prerequisites.

Class time: 55% lecture, 40% Laboratory, 5% Videos

Work load: 30 pages of reading per week, 7 quizzes

Grade: 65% quizzes, 35% lab work

Exam format: Lecture quizzes are primarily multiple choice, with some short answer questions possible

Course URL: http://www.geo.umn.edu/courses/1001/

Geo 1003 Dinosaur Evolution, Ecology, and Extinction: Introduction to the Mesozoic W
(Sec 001); Credit will not be granted if credit has been received for: GEO 5003, GEO 5003; 3 cr; meets DELM req of classroom

Instructor: Kirkby, Kent Charles

Description: Dinosaurs and the Mesozoic Era are used to introduce four of the most important contributions of geology: geologic time, organic evolution; plate tectonics; and the integration of Earth systems. Our world's dynamic nature is revealed by focusing on an era when the Earth began to evolve its present geography, climate and ecological systems. The course also looks at the history and social implications of dinosaur interpretations. Our views of dinosaurs continues to change with new data and new concepts. Previous interpretations are considered in light of the then-existing evidence and social paradigms. Relatively few workers and a short history make dinosaur studies an
excellent case study of the social aspects of scientific investigation. A variety of past and present controversies are covered during the course including: the recognition of fossils as remains of past life, organic evolution, continental drift, dinosaur physiology, the origin of mass extinctions and global warming. Evidence, pro and con, are presented with extended class discussions of the unresolved controversies. This course was designed for undergraduate, non-geology majors. There is an optional (but recommended) trip to the Science Museum.

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

**Work load:** 30 pages of reading per week, 5 of 7 biweekly quizzes and final quiz

**Grade:** 100% quizzes

**Exam format:** Multiple choice, short answer/short essay

**Course URL:** http://www.geo.umn.edu/courses/1003

---

**Geo 1005 Geology and Cinema**

*(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 1101; 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

**Instructor:** Revenaugh, Justin

**Description:** GEO1005 offers an introduction to the Earth Sciences using the depictions of geology and geophysics offered by the popular media, cinema in particular, as springboards to discussion and development. Much of what most people believe about the geologic history of the Earth, life on it and the processes that shape it is gathered from films. Much of that "knowledge" is wrong, often very wrong, but the myths promulgated by movies can be very enduring. GEO1005 exposes those myths and sets out a basic understanding of the modern Earth Sciences. We cover such topics as: formation of the solar system and Earth, Earth's 4.5-billion-year history, the fossil record of life on the planet, volcanism, earthquakes, climate change, streams, oceans, deserts, glaciers, natural resources and Earth stewardship. Emphasis will be placed on the interactions between geologic processes, man and the environment, with the control of nature as an overarching theme. Each lecture topic will be prefaced with clips from Hollywood movies. Several movies will be shown in their entirety (the Core, Dante's Peak and Jurassic Park) with students asked to critique the reality of science depicted in the movie. The laboratory component introduces students to minerals and rocks, geologic maps and the basics of geology field work. Material in lab follows that of lecture and offers students the opportunity to gain hands-on experience. Meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core.

**Class time:** 45% lecture, 40% Laboratory, 15% Videos

**Work load:** 25 pages of reading per week, 10 pages of writing per semester, 2 exams, 4 papers, Group presentation

**Grade:** 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 10% in-class presentations, 25% lab work, 15% problem solving

**Exam format:** Combination of multiple choice (40% of total points) and short answer (remaining 60%). Short answer questions usually require only on or two sentences to complete.

**Course URL:** http://www.geo.umn.edu/courses/1005/

---

**Geo 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, 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 plant's landscape, and discover the many linkages between these processes and human society. GEO 1101 satisfies the environmental theme of the Diversified Core Curriculum's requirements. This course is designed for undergraduate students who are not geology majors and there are no prerequisites.

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

**Work load:** 30 pages of reading per week, 7 quizzes

**Grade:** 100% quizzes

**Exam format:** Quizzes: Primarily multiple choice, with some short answer possible

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

---

**Geo 3003 Geohazards**

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

**Instructor:** Moskowitz, Bruce Matthew

**Description:** This course is designed for non-science majors and will introduce students to the specific basis and social/technical issues of natural hazards associated with earthquakes and volcanoes, and how society confronts the dangers posed by these natural phenomena. This course will provide students with the scientific background needed for understanding a variety of phenomena related to earthquakes and volcanoes, including both a global perspective on the nature of earthquakes and volcanoes and the fundamental causes of these phenomena as well as local perspectives on specific events. Discussion of natural hazards will be facilitated by the use of numerous case studies of recent and past earthquakes and volcanic eruption. Emphasis will be placed on both the geological context of the hazard and its impact on society and individuals. The course will also consider political and ethical questions related to the roles of scientists, citizens, and government in hazard prediction, management, risk assessment, and mitigation. A main objective is to improve the scientific awareness of students so that they can be more informed citizens when confronted with complex and controversial public policy and community issues related to natural hazards.

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

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

**Grade:** 30% mid-semester exam(s), 30% final exam, 20% special projects, 20% in-class presentations

**Exam format:** Short answer, multiple choice, simple problems

**Course URL:** http://www.geo.umn.edu/courses/2003

---

**Geo 3093 Problems in Geology and Geophysics:** Junior

*(Sec 001)*; 1-4 cr; max crs 6, 6 repeats allowed; prereq instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Students interested in working on a particular problem or issue in either geology or geophysics can contact the department office for referral to appropriate faculty members. Students will work on a one-to-one basis with a faculty member. Projects may include literature review, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.

**Class time:**

**Work load:** varies with instructions

**Grade:** 0% varies with instructions

**Exam format:** varies with instructions

---

**Geo 4010 Undergraduate Seminar: Current Topics in Geology and Geophysics**

This information is accurate as of: 10/27/2005 at 2:13 PM
Geo 4093 Problems in Geology and Geophysics: Senior (Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Seminar courses are offered to undergraduate students on varying topics taught by departmental faculty. Students interested in learning which seminars are offered during a semester should contact either the department office or individual faculty members. Credit for seminar courses vary from 1-4 credits and this course may be taken more than once.
Class time: varies with instructions
Grade: 0% varies with instructions
Exam format: varies with instructions

Geo 4094 Senior Thesis (Sec 001); 2 cr; max crs 6, 6 repeats allowed; prereq 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: varies with instructions
Grade: 0% varies with instructions
Exam format: varies with instructions

Geo 5353 Electron Microprobe Theory and Practice (Sec 002); 2-3 cr; max crs 3, 1 repeat allowed; prereq [One yr chem, one yr physics] or instr consent; meets DELM req of classroom
Instructor: Frahm, Ellery Edward
Description: Please visit the course webpage for additional information. This course aims to familiarize students with the principles and instrumentation of electron microprobe analysis and to train students to use the JEOL 8900 Electron Probe Microanalyzer. There are two components to this course: lectures and labs. Students can either attend just the lectures for 2 credits or attend both lectures and labs for 3 credits. The number of slots for students in the lab sections is limited, but additional students can take the lecture without the labs. This course is not mathematically based; there will be no weekly problem sets. Instead, the lectures and readings are intended to develop a conceptual and qualitative or semi-quantitative understanding of the principles and instrumentation of electron microprobe analysis. Concepts are emphasized so that, if and when one is interested in the mathematical details, one can have a firm foundation on which to build. The only prerequisites are one year of physics and/or chemistry or instructor consent. Coursework in geology is helpful but not required -- students from Physics, Materials Science, Archaeology, and other departments have very successfully completed this course.
Class time: 33% lecture, 67% Laboratory
Work load: 15-35 pages of reading per week, Two quizzes, a mid-semester exam, and a final exam; graduate students are required to do two or three article critiques
Exam format: Multiple choice, short answer, essay; no mathematical problems
Course URL: http://probelab.geo.umn.edu/course.html

Geo 5705 Limnogeology and Paleoenvironment (Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom
Instructor: Ito, Emi
Description: Study of within-lake, hydrogeologic and landscape (geological and biological) processes that lead to the formation of various proxy records of palaoenvironment. Physical, geochemical, biogeochemical, and biotic proxies and how they relate to each other will be examined using a systems approach. Includes a general discussion of basic principles as well as specific case studies. Some emphasis will be placed on how various proxy records relate to paleoclimate. Each student will be responsible for leading the discussion of one case study and providing a written summary. The reading material will be drawn from various sources in the primary literature.

German
205 Folwell Hall: 612/625-2080

Ger 1001 Beginning German (Sec 001-005); 5 cr; meets DELM req of classroom
Instructor: STAFF
Description: German 1001 is intended for beginners and introduces students to the four language skills areas: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, Wende, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called Oktoberfest, a mystery which takes place in Munich, and a German 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: 10% final exam, 12% written reports/papers, 4% special projects, 33% quizzes, 28% class participation, 13% reading/group work assignments and computer and audio lab.
Exam format: written.

Ger 1002 Beginning German (Sec 001-005); 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 Grenzverkehr and grammar reference materials. By the end of the course students should be able to compare the German and American educational systems, and describe free-time activities and career choices. They will also have become familiar with various contemporary social issues in the German-speaking countries. Several class sessions will help familiarize students with computer and Internet resources. This course includes process writing assignments. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation time for each class session hour.
Class time: 100% Mostly discussion and student involvement and interaction.
Ger 1003 Intermediate German
(Sec 001-004); 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 001-007); 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 Sprunge-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, 7% special projects, 40% quizzes, 8% in-class presentations, 20% class participation, 0% scale may be modified slightly
Exam format: written, oral interviews

Ger 1022 Beginning German Review
(Sec 001); 5 cr; prereq Placement above 1001; meets DELM req of classroom
Instructor: STAFF
Description: Intended for students with previous experience in German, primarily those who have studied German in high school or at community colleges, or who are transfer students. The course involves intensive review of all four language modalities (listening, reading, speaking, writing), with a proficiency emphasis to prepare for German 1003. By the end of the course students should be able to discuss familiar topics, such as every day activities, free-time occupations, or career choices, and have become familiar with some contemporary social issues in the German-speaking countries. There is a cultural reader for this course, Grenzverkehr. This course includes writing assignments that are process-oriented and require students to work together in editing groups. All class sessions involve extensive student interaction and require an average of 2 hours of outside preparation.

Ger 3011W Conversation and Composition
(Sec 001, 002); 4 cr; prereq 1004; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: This course is communicatively oriented and designed to refine students' oral and written expression and aid in the development of critical analysis skills. The textbook Ubergange will guide students through an introduction to several important communicative modes of language (description, narrative, debate, report, text analysis), while Sprachbau will provide a comprehensive grammar review which includes finer, level-appropriate grammar points. Computer exercises, video clips, and feature films will complement the other instructional materials. Active class participation, essay writing and revision, individual and group oral presentations and projects, and informal writing assignments of varying lengths will form the basis of your grade.
Class time: 100% varies with instructor
Work load: Expect at least 2 hours preparation time per class session.
Grade: 10% final exam, 30% written reports/papers, 20% quizzes, 10% in-class presentations, 10% class participation, 20% oral interview and weekly journals
Exam format: written, oral

Ger 3012W Conversation and Composition
(Sec 001); 4 cr; prereq 3011; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: This course, the continuation of German 3011, is communicatively oriented and designed to refine students' oral and written expression and aid in the development of critical analysis skills. The textbook Ubergange will guide students through an introduction to several important communicative modes of language (description, summary, film and literary reviews, persuasive speaking, text analysis). We will also work to improve individual problem grammar areas for students and reach a greater level of abstraction and sophistication in German. Computer exercises, video clips, and feature films will complement the other instructional materials. Active class participation, essay writing and revision, individual and group oral presentations and projects, and informal writing assignments of varying lengths will form the basis of your grade.
Class time:
Work load: Expect at least 2 hours preparation time per class session.
Grade: 30% written reports/papers, 20% quizzes, 20% in-class presentations, 10% weekly journals

Ger 3014 German Media
(Sec 001); 3 cr; prereq 3011; meets DELM req of classroom
Instructor: STAFF
Description: In this course students will continue to develop their language skills while learning about the role the various media play in Germany. The focus is journalistic prose, especially newspaper articles, as well as newscasts and feature programs broadcast on German television. The language of the media is often quite challenging, and this course will present strategies for advanced-level reading and listening comprehension. The class will follow social, cultural, and political debates in Germany. Class discussions will offer the opportunity to compare positions and attitudes, and to explore current issues. The topics to be covered will depend in part on current news developments. Students should expect to actively participate in discussions about the role of the media and current events.
Class time: 10% lecture, 20% Closed Circuit TV, 60% Discussion, 10% Laboratory
Course URL: http://classweb.cla.umn.edu/
Ger 3021 Business German  
(Sec 001); 3 cr; prereq 3011 or equiv; meets DELM req of classroom  
Instructor: STAFF  
Description: Are you a student in German Studies, International Business and Management or International Relations? If you expect to work in a business environment in which German is used, or if you are simply interested in German business, commerce, and economics, then this is the course for you! You will be introduced to the world of German business and learn the language and discourse used in German business and economics. You will become familiar with German business correspondence, surf the internet, and learn how to read and interpret charts and statistics. We will develop comprehension techniques through readings and exercises in the textbook, and we will further practice them through the exposure to news broadcasts, newspaper articles, and other pertinent publications. Grammatical structures that most frequently occur in these texts will be highlighted. A selection of topics to be discussed includes: Germany in the European Union, Traffic and Transport in Germany, How Germans Apply for a Job, Tourism, The Consumer in Germany, Germany's Industry, Work and the Social System, Import and Export, the Euro.  
Class time: 30% lecture, 70% discussion and interactive exercises  
Work load: A minimum of two hours preparation per class session; weekly quizzes; business letters; text summaries; web exercises; oral reports  
Grade: 5% written reports/papers, 20% quizzes, 20% class participation, 25% written assignments; 20% written final; 10% oral final  

Ger 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: Gaulius, Andreas  
Description: This course is designed as an introduction to the analysis of German Literature. The thematic focus of the class will be the notion of a beleaguered subject that is in conflict both with him/herself and with society. From Goethe's Werther to Freud's Traumdeutung, human beings are shown to be in the grip of passions that exceed their control and provoke destructive and self-destructive forms of behavior. We will analyze the texts' depiction of this excessive subjectivity, paying particular attention to the relationship between self, sexuality, and society. Moreover, while Goethe writes Werther, thinkers all over Europe and America pronounce the beginning of a new epoch centered around the idea of a free, rational, and self-determined individual. We will read a seminal German text of this tradition—Immanuel Kant's "What is Enlightenment?"—and explore the tension between the idea of self-determination and the literary emphasis on uncontrollable passions. You will develop skills in literary analysis through class discussions, group work, and short papers. Writing practice will include short informal assignments, brief responses (reactions to texts, journal entries, fictional newspaper articles, etc.) to aspects of the reading you find intriguing, problematic, or puzzling. These informal assignments will not be graded; they are intended to help you organize your reading, formulate responses to the texts, and prepare you for class discussion.  
Work load: There will be 3 formal essays, the first two in German and roughly three pages long, the third one in English or German and about 5 pages in length. In preparation for each essay, you will be asked to write a draft that will be discussed in class.  

Ger 3510 Topics in German Studies: Construction of the Urban Jew  
(Sec 002); 3 cr; max crs 9, 3 repeats allowed; prereq 3011; meets DELM req of classroom  
Instructor: Riegert Jr, Leo William  
Description: The course examines the portrayal of Jewish identity as urban identity in literary texts by Jewish authors from Germany, Austria and the United States. As with many stereotypes, the Jew as the quintessential city-dweller is fraught with contradiction and danger. In the rhetoric of nineteenth-century "volkisch" German nationalism, for instance, the "authentic," "natural" space of the country-side stands in contrast to the "inauthentic," "cultural" space of the city. The "Jew" becomes, along with the city, a symbol of a threatening, urban, modernist Other. The conflation of the rural/traditional/authentic and the urban/modern/inauthentic in the construction of national identities is, of course, a more generalized phenomenon and will be discussed as such in the course. Among the authors we will read are Heinrich Heine, Arthur Schnitzler, Joseph Roth, I.B. Singer, Maxim Biller, Bernard Malamud, Saul Bellow, and Philip Roth.  
Class time: 15% lecture, 70% Discussion, 15% Student presentations  
Work load: 50-150 pages of reading per week, 20 pages of writing per semester, 3 papers; Journal writing 36% lecture, 36% Discussion, 28% film viewing  
Grade: 10% mid-semester exam(s), 30% written reports/papers, 10% in-class presentations, 30% class participation, 20% Journal writing  
Exam format: Essay  

Ger 3593 Directed Studies: German-Speaking Countries  
(Sec 001); 4 cr; max crs 12, 3 repeats allowed; prereq 3011, dept consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Preparation for research abroad during semester before departure. Written and oral reports upon return.  

Ger 3604W Introduction to German Cinema  
(Sec 001); 3 cr; meets CLE req of Other Humanities Core; meets DELM req of Writing Intensive; meets DELM req of classroom  
Instructor: McCormick, Richard W  
Description: This is an introductory course in German cinema, one of the most influential national cinemas of the 20th-century. We will examine selected German films from the 1920s all the way to the 1990s and into our own century, with a special focus on three topics: a) the relation of German cinema to traumatic political events in 20th-century German history (especially the "Third Reich," the Holocaust, and World War II); b) the relation of changing notions about gender and sexuality to cinema in general and German cinema in particular; and c) film theory and debates about cinematic form itself. The films to be studied include: classic films like Robert Wiene's "The Cabinet of Dr. Caligari" and Fritz Lang's "Metropolis" from the "golden age" of German cinema during the 1920s; at least one film from the Nazi era; Wolfgang Staudte's "The Murderers Are Among Us," the very first postwar German film, made in the rubble of Berlin in 1946; "I Was 19," an "anti-fascist" film made in 1967 by East Germany's Konrad Wolf; art films exploring the trauma of German history by West German directors like Rainer Werner Fassbinder and Margarethe von Trotta of the "New German Cinema" of the 1970s & 1980s; and the more recent "New German Cinema" after reunification in 1990. German 3604 meets the CLE requirement for "Other Humanities" if it is also designated as "Writing Intensive." It will be taught in English; German majors and minors can get German credit by doing extra reading in German.  
Class time: 36% lecture, 36% Discussion, 28% film viewing  
Work load: 25-50 pages of reading per week, 10-20 pages of writing per semester, 2 papers, 12 pp. informal writing (WebCT responses)  
Grade: 60% written reports/papers, 15% in-class presentations, 15% WebCT responses (one page; one per film)  
Exam format: No exam  
Course URL: http://web.ct.umn.edu/  

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: 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 4040 German Play: Oral Interpretation and Performance of German
(Sec 001); 1-3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom
Instructor: Beuker, Brechtje Cornelia Maria
Description: This course is intended to accompany the production and performance of the German play for this academic year, the title of which will be announced later. All students involved in the production of the play as actors or members of the technical crew can get between 1 - 3 credits for their work on the play by enrolling in this course, in which we will a) study the play in terms of the various aesthetic, historical, and theoretical contexts necessary to analyze it, and b) conduct work on the play production itself. Both undergraduate and graduate students can get credit for their work on the play. Readings will include the play itself and various critical articles about it. There will be ca. 20pp. of writing: ca. 15 pp. informal journal writing/ homework assignments, and a 5 pp. formal paper at the end of the semester, in which the student further explores a specific topic within the text in terms of its literary, cultural, and historical context, with the possibility to include (his/her work in) our production in the analysis.
Class time: 10% lecture, 25% Discussion, 65% rehearsals, production work
Work load: 20 pages of writing per semester, 1 papers, rehearsals outside class time
Grade: 20% written reports/papers, 80% class participation, 0% Grading: 80% of grade = participation in play production and classroom participation; 10% = informal journal entries; 10% = final paper.
Exam format: There will be no exam.

Ger 5016 Advanced Translation: Theory and Practice
(Sec 001); 3 cr; prereq 3016 or instr consent; meets DELM req of classroom
Instructor: Firchow, Evelyn S
Description: This course is designed to help graduate and advanced undergraduate students achieve proficiency in writing, speaking and translating. A grammar review, German essays and translations from undergraduate students achieve proficiency in writing, speaking and translating. A grammar review, German essays and translations from undergraduate students achieve proficiency in writing, speaking and translating.
Class time: 20% written reports/papers, 80% class participation, 0% Grading: 80% of grade = participation in play production and classroom participation; 10% = informal journal entries; 10% = final paper.
Exam format: There will be no exam.

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. Open to qualified students for one or more semesters.

Ger 5994 Directed Research
(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: Qualifed students work on a tutorial basis.

Greek

330 Folwell Hall: 612/625-5353

Grk 1002 Beginning Classical Greek II
(Sec 002); 5 cr; prereq Grade of at least [C- or S] in 1001 or instr consent; meets DELM req of classroom
Instructor: Fanning, Eric William
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. The prerequisite for this course is completion of Greek 1001 or the equivalent.
Class time: 30% lecture, 70%
Work load: written homework, frequent quizzes
Exam format: translation, grammatical analysis

Global Studies

214 Social Science: 612/624-9007

GloS 3553H Honors: Change in the Contemporary Global Order
(Sec 001); 3 cr; A-F only; prereq instr consent; meets CLE req of InternationalPerspect Theme; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: Important issues of global change; population growth and human migration; human relations with the physical environment; struggles for popular power and sustainable democratic institutions; relations and conditions of work; and cultural representations of social identities. Attention to the U.S.- Mexican arena.

GloS 3920 Topics in European Studies
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom
Instructor: Reinberg, Mira
This information is accurate as of: 10/27/2005 at 2:13 PM
Hebr 1002 Beginning Hebrew II (Sec 001); 5 cr; prereq Grade of at least [C- or S] in [1001 or 4001] or instr consent; meets DELM req of classroom
Instructor: Schneller, Renana Segal !!CLA-Work Group Outstdg Svc Awd!!
Description: Hebrew 1002 is intended for students who have completed Hebrew 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening and reading. First year language courses involve extensive student interaction, partner activities, and group work. The text of the course, Hebrew from Scratch. The book is accompanied by CD's that are designed to be studied outside class. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Hebrew is spoken almost exclusively in class. Class attendance is critical. The course prepares students for the CLA language requirements.
Class time: 33% lecture, 33% Discussion, 33%
Work load: 2 exams
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation
Exam format: multiple choice, fill in the blank and a small essay

Hebr 1102 Beginning Biblical Hebrew II (Sec 001); Credit will not be granted if credit has been received for: HEBR 4105, HEBR 4105, HEBR 4105, HEBR 4105, HEBR 4105; 5 cr; prereq Grade of at least [C- or S] in [1101 or 4104] or instr consent; meets DELM req of classroom
Instructor: Monroe, Lauren A S
Description: This course is a continuation of Beginning Biblical Hebrew I. It will cover the second half of T.O Lambdin's Introduction to Biblical Hebrew, and will provide a thorough introduction to grammar, vocabulary and syntax necessary for translating biblical Hebrew texts in all genres.
Class time: 20% lecture, 80% Discussion
Work load: 3 exams, Students will be required to do daily homework assignments and to hand these in occasionally as part of participation grade.
Grade: 30% mid-semester exam(s), 25% final exam, 10% quizzes, 25% class participation, 10%
Exam format: translation, vocabulary, analysis of grammatical forms

Hebr 3012 Intermediate Hebrew II (Sec 001); 5 cr; prereq Grade of at least [C- or S] in in 3011 or instr consent; meets DELM req of classroom
Instructor: Schneller, Renana Segal !!CLA-Work Group Outstdg Svc Awd!!
Description: Students in this course will be using the textbook "Modern Hebrew Prose and Poetry" by Ora Band, and selected articles. The program has a communicative and functional orientation. Current events will be discussed in Hebrew. Once a week the students will be introduced to primary features of Biblical Hebrew. Regular use of grammar and vocabulary encourages students to become more fluent in their use of Hebrew and to apply it creatively in new contexts.
The course prepares students for the CLA language requirements.
Class time: 33% lecture, 33% Discussion, 33% Recitation.
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation
Exam format: multiple choice, fill in the blank and a small essay

Hebr 3102 Intermediate Biblical Hebrew II (Sec 001); 4 cr; prereq Grade of at least [C- or S] in 3101 or instr consent; meets DELM req of classroom
Instructor: Boustan, Ra'anan
Description: This course focuses on enabling students to read, analyze, and interpret late- and post-biblical Hebrew literature of the Persian, Hellenistic, and early Roman periods (e.g., Chronicles, Ezra-Nehemiah, Ecclesiastes, Daniel, Dead Sea Scrolls, apocrypha, and pseudepigrapha). Special attention will be paid to the historical development of Hebrew language and literature in relation to earlier biblical sources, styles, grammar, and syntax. The course is intended for students who have developed basic language skills and capacities in Biblical Hebrew. The course will build the following skills: reading unpointed texts, mastering distinctive elements of the vocabulary, idiom, and syntax of Second Temple Hebrew, and analyzing the relationships between biblical and post-biblical sources. The course presumes 3 semesters of Biblical Hebrew (covering the teaching grammars of Lambdin and Ben Zvi, or equivalent).
Class time: 100% translation and textual analysis
Work load: 2 exams, weekly vocabulary quizzes
Grade: 25% mid-semester exam(s), 35% final exam, 20% quizzes, 20% class participation
Exam format: parsing, translation, vocabulary

Hebr 3951W Major Project (Sec 001); 4 cr; prereq [Hebr major, three 3xxx Hebrew courses], instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hebr 3980 Directed Instruction (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hebr 4002 Beginning Hebrew II (Sec 001); Credit will not be granted if credit has been received for: HEBR 1002, HEBR 1002, HEBR 1002; 3 cr; prereq Grade of at least [C- or S] in [1001 or 4001] or instr consent; meets DELM req of classroom
Instructor: Schneller, Renana Segal !!CLA-Work Group Outstdg Svc Awd!!
Description: Hebrew 4002 is intended for students who have completed Hebrew 4001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening and reading. First year language courses involve extensive student interaction, partner activities, and group work. The text of the course, Hebrew from Scratch. The book is accompanied by CD's that are designed to be studied outside class. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Hebrew is spoken almost exclusively in class. Class attendance is critical. The course prepares students for the CLA language requirements.
Class time: 33% lecture, 33% Discussion, 33%
Work load: 2 exams
Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation
Exam format: multiple choice, fill in the blank and a small essay

This information is accurate as of: 10/27/2005 at 2:13 PM
Hebr 4107 Intermediate Biblical Hebrew II  
(Sec 001); 3 cr; prereq Grade of at least [C- or S] in 3101 or instr consent; meets DELM req of classroom  
Instructor: Boustan, Ra'anan  
Description: This course focuses on enabling students to read, analyze, and interpret late- and post-biblical Hebrew literature of the Persian, Hellenistic, and early Roman periods (e.g., Chronicles, Ezra- Nehemiah, Ecclesiastes, Daniel, Dead Sea Scrolls, apocrypha, and pseudepigrapha). Special attention will be paid to the historical development of Hebrew language and literature in relation to earlier biblical sources, styles, grammar, and syntax. The course is intended for students who have developed basic language skills and capacities in Biblical Hebrew. The course will build the following skills: reading unpointed texts, mastering distinctive elements of the vocabulary, idiom, and syntax of Second Temple Hebrew, and analyzing the relationships between biblical and post-biblical sources. The course presumes 3 semesters of Biblical Hebrew (covering the teaching grammars of Lambdin and Ben Zvi, or equivalent).  
Class time: 100% translation and textual analysis  
Work load: 2 exams, weekly vocabulary quizzes  
Grade: 25% mid-semester exam(s), 35% final exam, 20% quizzes, 20% class participation  
Exam format: parsing, translation, vocabulary

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

Hindi 1102 Beginning Hindi  
(Sec 050); Credit will not be granted if credit has been received for: HNDI 4002; 5 cr; prereq 1101; meets DELM req of classroom  
Instructor: Prasad, Ravi  
Description: This is stage 2 in the program sequence. Students are presumed to have completed HNDI 1101 or have equivalent background. The course is designed to develop the language skills of the students through listening, speaking, reading, and writing. The class involves a great deal of memorization and intensive study, as well as a great deal of review of the material learned in the earlier course. Teaching methods will include oral and written drills, reading for comprehension and audio-visual method. Advance grammatical structures, oral forms, and new vocabulary will be reinforced from the lessons around everyday life situations. Establishing the weak and strong skills and how to address them - this is the major task.  
Class time: 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% Laboratory  
Work load: 5 pages of reading per week, 5 pages of writing per semester, 2 exams  
Grade: 25% mid-semester exam(s), 25% final exam, 10% quizzes, 10% in-class presentations, 10% class participation, 10% lab work, 10% problem solving  
Exam format: Essay question, translations, oral examinations  
Course URL: http://www.all.umn.edu/hindi_language

Hindi 5990 Directed Research  
(Sec 001); 3-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Guided research in selected areas of Hindi language, linguistics, literature and culture. Introduction to bibliography and research skills.  
Class time: 100% one hour consultation/week, reading assignments, library research  
Work load: 20 pages of reading per week, 1 papers  
Grade: 100% special projects

Hindi 5993 Directed Readings  
(Sec 001); 1-4 cr; max crs 12, 3 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom  
Instructor: STAFF  
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

History 614 Social Sciences Building: 612/624-2800

Hist 1018 World History: The Age of Global Contact  
(Sec 090); Credit will not be granted if credit has been received for: HIST 1012, HIST 1012W, HIST 1012V, HIST 1012L, HIST 1012W, HIST 1014, HIST 1012V, HIST 1012V, HIST 1012; 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspective Theme; meets DELM req of classroom  
Instructor: Stephenson, Jamie Lynn  
Description: Through a combination of lectures, readings, discussions, and in-class activities, this course will introduce students to the history of the world from around 1400 until the beginning of the twentieth century. As it would be impossible to provide a comprehensive history of five centuries of the entire globe, this class will focus on the theme "The Age of Global Contact." We will not only examine several ways in which multiple regions of the world came to be connected, such as through navigation, biology/ecology, and trade, but also explore and discuss the historical impact of these relationships both locally and globally.  
Class time: 30% lecture, 40% Discussion, 30% in-class writing and other activities, such as group work, library visits and media  
Work load: 60-70 pages of reading per week, 7-10 pages of writing per semester, 1 exams, 2 papers, informal in-class writing assignments, weekly reading quizzes  
Grade: 20% final exam, 30% written reports/papers, 20% quizzes, 30% class participation  
Exam format: variety

Hist 3051 Ancient Civilization: Near East and Egypt  
(Sec 001); 3 cr; meets DELM req of classroom  
Instructor: von Dassow, Eva

This information is accurate as of: 10/27/2005 at 2:13 PM
Hist 3053 Ancient Civilization: Rome (Sec 090); 3 cr; meets DELM req of classroom
Instructor: Evans, John Karl
Description: A broad survey of the history and culture of Rome from its prehistoric origins in the 8th century BC to the decline and fall of the Roman Empire in the 3rd and 4th centuries AD. It is designed for undergraduates with no previous college-level coursework in ancient history. Emphasis is given to reading original sources in translation, and to the lectures that pursue broad historical themes such as the rise and fall of the Roman Republic, and the decline and fall of the Roman Empire. Secondary texts supplement the original sources and lectures. There are no term papers; all examinations are essay in format, and take-home. The syllabus can be found at: http://www.tc.umn.edu/~evans002/ Class time: 100% lecture Work load: 100 pages of reading per week, 3 exams Grade: 0% 100% on mid-term and final exam; breakdown not yet determined Exam format: Essay Course URL: http://www.tc.umn.edu/~evans002/

Hist 3152 British History From the Seventeenth Century (Sec 001); 4 cr; credit will not be granted if credit received for: 3152W; 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: Clark, Anna Kirsten
Description: This course covers British history from the 17th century, a dramatic era beginning with the Civil War and the execution of Charles I. Britain then entered the convulsions of the industrial revolution and the burgeoning and rebellious Atlantic world. During the 19th century, Britain became a superpower, the most wealthy and powerful nation, complacent in its Victorian values and confident it could rule the world after all, the sun never set on the British empire. But during the 20th century, the colossus faltered, after the disillusionment of the first world war and the devastating depression. Heroism returned with the Battle of Britain, but after World War II, Britain lost its empire. However, Britain rebuilt, establishing a welfare state which guaranteed health care to all, and regenerating its prosperity. We will take the story up to the present, looking up to Thatcher's rise and fall, and the rebirth of multicultural Cool Britannia. For more information write clark106@tc.umn.edu.

Hist 3281 European Intellectual History: The Early Modern Period, 1400-1750 (Sec 090); Credit will not be granted if credit has been received for: HUM 3281; 3 cr; meets DELM req of classroom
Instructor: Richtmyer, Eric W
Description: The way we think today has its origins in the Early Modern period. Issues like how we conceive of ourselves, the meaning of our lives, and our place in the universe have been handed down to us from this era of European History. Through a combination of philosophy, literature, poetry, and drama we will engage with some of the most important thinkers to have addressed these topics, as well as develop the critical thinking and writing skills that drive the study of intellectual history. Authors to be read include Dante, Boccaccio, Machiavelli, Shakespeare, Cervantes, Descartes, Pascal, and Spinoza among others. This course will employ a variety of teaching techniques, though the focus of instruction will be on lively student discussion.
Work load: 100 pages of reading per week

Hist 3438 Women in Modern America (Sec 001); Credit will not be granted if credit has been received for: WOST 3408; 3 cr; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Swenson, Brie A
Description: This course offers an introduction to the varied experiences of women in America from approximately 1890 to the present. Through lectures and discussions, students will explore changes and continuities in the lives of women in America in politics, family life, sexuality, gender roles, education, and work. Students will utilize both primary sources (i.e., letters, speeches, artifacts, memoirs, films, music, advertisements, etc. produced during the time period under study) as well as secondary sources (i.e., articles, books, and documentaries produced by scholars in the present day) to survey important highlights and indicative moments in the history of women in modern America. The course is for any student and no background knowledge is required.
Class time: 80% lecture, 20% Discussion
Work load: 80 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 2 papers, in-class writes

Hist 3402W Modern Latin America 1825 to Present (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 CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Pilcher, Jeffrey Michael
Description: : This course surveys the social, cultural, economic, and political transformation of Latin America from the formation of new republics to the present. Broad processes and comparisons are emphasized, including: the formation of nations and national cultures, the struggles for social reform, the destruction of slavery and peonage, the changing roles of women and men, the origins and trajectories of revolutionary movements, the influence of demographic change and urbanization, and the influence of industrialization and world capitalism. The history of U.S. relations with Latin America is examined from a Latin American perspective.
Class time: 70% lecture, 30% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers
Grade: 10% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% lab work, 10% informal writing assignments
Exam format: essay

Hist 3432 Modern Africa in a Changing World (Sec 001); Credit will not be granted if credit has been received for: AFRO 3432, AFRO 3432, AFRO 3432; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Wagner, Michele Diane
Description: This course surveys African history from the seventeenth
century to the present, a time when interaction between Africa and the countries of the northern hemisphere intensified, with profound implications for the histories of African societies. The course is organized into thematically linked sections: "The Slave Trade and its Impact," "The Nineteenth Century Structures of Imperialism, Trade and Underdevelopment," "The Colonial Process and its Resistance," and "The Legacy of Colonialism in Contemporary Africa." Within each of these sections, students will examine how these themes played out in various sub-regions of Africa. This course places a very strong emphasis on critical thinking.

Class time: 50% lecture, 50% Discussion
Work load: 50-75 pages of reading per week, 15-17 pages of writing per semester, 2 exams, 3 papers
Grade: 10% mid-semester exam(s), 20% final exam, 45% written reports/papers, 10% special projects, 15% class participation
Exam format: identification, short essay, map

Hist 3452 African Conservation Histories
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Giles-Vernick, Tammie L
Description: Conservation in Africa has existed for many centuries, but modern conservation efforts have sparked considerable resistance by African hunters, gatherers, farmers, and herders. In this course, we will explore contemporary concerns about the degradation of African biodiversity and recent efforts to promote conservation and regeneration by examining much older efforts to exploit, manage, and control African people and resources. We will then turn to colonial environmental protection, examining how it introduced new uses for game and African lands, but also inspired new conflicts over the values and uses of these resources. Our historical exploration of conservation will cover such topics as game hunting and protection, the conservation of agricultural lands and forests, museums and scientific prospecting for rare and valued species, contemporary parks, the bushmeat trade, and tourism. Our study will draw from a wide range of sources, including oral histories, travelers' accounts, ecological analyses, administrative records, missionary writings, and films. The course will be web enhanced with URL to be announced.
Class time: 50% lecture, 50% Discussion
Work load: 75 pages of reading per week, 14-16 pages of writing per semester, 2 exams, 1 papers
Grade: 15% mid-semester exam(s), 15% final exam, 20% written reports/papers, 5% in-class presentations, 25% class participation, 20% informal response papers (journals)
Exam format: identification and essay

Hist 3467W State and Revolution in Modern China
(Sec 001); Credit will not be granted if credit has been received for: HIST 5467, HIST 5467, EAS 3467W; 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Farmer, Edward L !Morse Alumni Award!!
Description: This course has no prerequisites and is intended to serve students at various levels. It provides an overview of the emergence of China as a major power: the collapse of the imperial system, the Nationalist and Communist revolutions, and recent drive for economic development. Two questions will be given special attention: (1) the search of Chinese intellectuals for a modern identity in the face of authoritarian political power, and (2) the relationship between the city and the countryside. There will be a midterm, a final examination and a course paper. All students can expect to take part in class discussions, peer review, and to write a paper.
Class time: 75% lecture, 20% Discussion, 5% slides
Work load: 60 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers
Grade: 15% mid-semester exam(s), 30% final exam, 40% written reports/papers, 10% class participation, 5% map exercise
Exam format: 80% essay, 20% identification

Hist 3615W Women in European History: 1500 to the Present
(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Brunelle, Gayle K
Description: This course examines women's history and gender relations in modern European history, as well as methods and primary sources for women's history and the implications of inclusion of women in historical study. During the semester we will study both change and continuity in women's lives and roles in European society, through historical themes and problems such as the Reformation, the witchcraze, women and industrialization, women and European imperialism, and women's role in modern warfare and wartime societies. The target audience for this course is undergraduates, and history majors and non-majors alike should profit from and be able to succeed in this course.
Class time: 50% lecture, 50% Discussion
Work load: 100 pages of reading per week, 15-20 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

Hist 3727W 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, 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. Others labeled "undesirable" or "subhuman" were also exterminated in this process. 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 bureaucratic 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 guest speakers.
Hist 3728 Race, Nation, and Genocides in the Modern World (Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Wielicz, Eric D
Description: "Race, Nation, and Genocides" is designed to introduce students to one of the most troublesome and unavowing aspects of the modern world: the systematic exclusion and killing of populations defined by ethnicity, nationality, or race. Genocides are not the only form of political killings, and are certainly not the only form of human rights violations. They have existed in some fashion since the beginning of recorded history. But in the modern world, genocides have become more systematic, more extensive, and more deadly. In Hist 3728 we will begin by exploring the definition of the term genocide as it has developed in the twentieth century. Then we will turn to the meaning of ethnicity, nationality, and race, which are all historically specific ways of categorizing the human population. We will then examine particular cases of genocide, such as Armenians in the late Ottoman Empire, Jews in the Third Reich, and Muslims in the former Yugoslavia, among others. Finally, we will explore the emergence of new concepts of human rights in reaction to genocides and other large-scale atrocities. The course will be taught as a combination of lectures and discussions. Readings will include some theoretical works on ethnicity, nationality, and race; a variety of historical studies; and eyewitness accounts and literature about specific cases. There will be about 90 pages of reading per week. Grades will be determined by two papers, a midterm and a final, and classroom participation.
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.
Course URL: http://MYU.UMN.EDU and www.chgs.umn.edu

Hist 3801 The People of Early America: 16th to 18th Centuries (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Menard, Russell R
Description: A multicultural survey of early North America, from the beginning of the English invasion to the American Revolution.
Class time: 70% lecture, 30% Discussion
Work load: 75 pages of reading per week, 1 exams, 2 papers
Grade: 33% final exam, 67% written reports/papers
Exam format: essay, TAKE-HOME

Hist 3812 The Civil War and Reconstruction (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Stone, Paul Clois
Description: The subtitle of this course is "Disunion" and it explores the paradox of the ideal of "the Union" in American public life, especially in the causes, settlement and legacy of the Civil War. The course is divided into three segments of unequal length; roads to disunion, disunion and union(?) with each segment introducing and examining persons and themes that are representative of the era. While it is not primarily a military history course, the military component will not be neglected and several key battles such as Fredericksburg, Antietam, and Gettysburg, and minor ones such as Pea Ridge will be examined in some depth. The course will also deal with changes in medicine, transportation and communication as well as law and moral philosophy. Finally, the course is about the people who lived through the era and those who live in the legacy of that time.
Exam format: mixed

Hist 3821 United States in the 20th Century to 1945 (Sec 090); 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Shinozuka, Jeannne Natsuko
Description: In this is survey course, we will examine the major issues that have fundamentally shaped issues centering on citizenship and the "American" identity. Beginning with the "problem" of the twentieth century, continuing with overseas expansion, the influx of different immigrant groups, progressivism, the Great Depression, and two world wars, among other topics, we will examine both mainstream and marginalized voices in order to understand the formation of modern America in the first half of the twentieth century. As we spotlight the interconnected categories of race, gender, class and sexuality, we shall pose questions such as, "Democracy for whom?" At the end of this course, you should not only acquire a greater understanding of broader historical issues, but hone your critical thinking and writing skills.
Class time: 25% lecture, 75% Discussion
Work load: 75-100 pages of reading per week, 2 exams, 2 papers
Exam format: Identification and essays

Hist 3837 Minnesota History (Sec 001); 3 cr; meets DELM req of classroom
Instructor: Stone, Paul Clois
Description: This course explores the cultural, social, intellectual and political history of the place that became the American state of Minnesota between the 17th and 21st centuries. We examine the geographical location of the present state along with geological and ecological factors that have shaped its human and natural life during the last four centuries. Initial lectures and handouts will treat the early history of Minnesota as an extension of the history of southern Canada until the early 1900s. The course also places emphasis on the frontier and territorial history of 19th century Minnesota as well as that of neighboring American and British areas. We also examine the first decades of Minnesota statehood and the significant waves of immigration to the state in the last half of that century. The 20th century focus of the course treats the literature, cultural life and political tendencies of the state and the larger region, and the ways in which Minnesotans shaped the larger national life. Here we study such figures as Ignatius Donnelly, Archbishop John Ireland, James J. Hill, Frances Deninmore, F. Scott Fitzgerald, Sinclair Lewis, Orville Freeman, Hubert Humphrey, Eugene McCarthy, Walter Mondale and Bob Dylan. The course features guest lectures, several field trips, novels, music and regular class discussions. Students with interests in specific topics in Minnesota's history are encouraged to use the course as a means of developing a thorough understanding of these interests or themes.

Hist 3865 African American History, 1865 to Present (Sec 001); Credit will not be granted if credit has been received for: AFRO 3865, AFRO 3865, AFRO 3865, AFRO 3865, AFRO 3865, AFRO 3865, AFRO 3865, AFRO 3865, AFRO 3865; 4 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Mayes, Keith A
Description: This course explores the period between Reconstruction and the meaning of black freedom after the Civil War to contemporary issues such as reparations and racial profiling. Afro 3865 begins by examining how the Civil War culminated in the liberation of four million slaves and the attempt by constitutional amendments to right the wrongs of the previous period of enslavement. Though constitutionally free, Reconstruction ended in failure, stripping African-Americans of their newfound citizenship and ushering in the period of Jim-Crow segregation. The course will detail black life under Jim Crow, but...
highlight African-American agency in the the realm of politics, labor, sports, music, and intellectual life. The course turns a crucial corner during the New Deal period and discusses how the 1930s and early 1940s set the stage for the modern civil rights struggle. With the Supreme Court’s direct challenge to Jim Crow in 1954, African-Americans entered a new phase in their history where protesting for civil rights became a defining feature in American culture during the 1960s and 1970s. New leaders and organizations emerged along with novel cultural forms and expressions. The course ends in the contemporary period. What are we to make of the modern day black struggle around race, class, and gender? How are we to interpret the demand for reparations in the age of dismantling affirmative action? What about heightened incidences of police brutality? How do they all connect to the past?

Hist 3877 Asian American History, 1850-Present (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom

Instructor: Lee, Erika

Description: Asian immigrants began to arrive in the United States in the mid 19th century. Today, about half of the people immigrating today are from Asia. This course is a broad and comparative survey of Asian Americans (Chinese, Japanese, Korean, Filipino, South Asian, and southeast Asian Americans, particularly Hmong and Vietnamese) from 1850 to the present. Topics include: immigration, anti-Asian discrimination and exclusion, labor, women, family, and communities, World War II and Asian America, including the internment of Japanese Americans, &quot;new&quot; immigration from Asia after 1965, war in Southeast Asia and refugee migration and communities in the United States, the Asian American movement and the struggle for equality, and contemporary issues related to Asian Americans. This course is open to undergraduate majors and non-majors. Reading assignments will include texts, articles, and autobiographies. We will view films and use the internet to complement lectures and class discussions.

Class time: 70% lecture, 30% Discussion

Work load: 100 pages of reading per week, 2 exams, 1 papers

Grade: 25% mid-semester exam(s), 35% final exam, 20% written reports/papers, 20% class participation

Exam format: Essay

Course URL: http://www.hist.umn.edu/~erikalee/aahist.html

Hist 3882 History of American Foreign Relations: 1914 to Present (Sec 001); 3 cr; meets CLE req of International Perspective Theme; meets DELM req of classroom

Instructor: Phelps, Nicole M

Description: This lecture course surveys the history of the United States in international affairs from World War I to the present. It looks at the activities of private citizens and organizations as well as &quot;official&quot; state and military action, including both policy formulation and changes in day-to-day diplomatic practice; it examines political, economic, and cultural dimensions of American interaction with the world and explores the relationship between international, domestic, and transnational politics. The first section of the course focuses on the pre-1945 debates between isolationists and internationalists. The second section looks at the development of the infrastructure of the Cold War Pax Americana, including the expansion of the American foreign policy bureaucracy, the construction of alliance structures and economic regimes, and the exportation of American cultural products. The third section takes a regional approach to post-1945 American activities in Europe, Asia, Latin America, and the Middle East.

Class time: 90% lecture, 10% Discussion

Work load: ~70 pages of reading per week, 14-18 pages of writing per semester, 1 exams, 2 papers, short in-class writing assignments

Grade: 20% mid-semester exam(s), 35% final exam, 20% class participation, 25% test that includes map, chronology, and short answer sections

Exam format: 1: map, chronology, short answer; 2 & 3: essays

Hist 3970 Supplemental Discussion in History (Sec 005); 1 cr; max crs 3, 3 repeats allowed; prereq Concurrent registration; meets DELM req of classroom

Instructor: STAFF

Description: An extra section with a T.A. may be attached to a concurrent 3xxx course in order to discuss in greater depth the readings for that course. Students who sign up for the discussion section will receive an additional 1 credit for the course. Students will be evaluated based upon the level of their attendance at and participation in a weekly hour-long discussion section. There will be no additional readings, but at the discretion of the instructor and/or T.A., additional short writing assignments may be required.

Hist 3970W Supplemental Writing in History (Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq instr consent; must take a 3-cr 3xxx or 5xxx course taken concurrently; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: With the permission of the instructor of a history course, a student may add this one-credit independent study in order to make
the course writing intensive. The student would then be expected to do additional written work, including the revision of at least one paper.

Hist 3990 Historical Internship: Public History
(Sec 001); 3 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets DELM req of classroom
Instructor: Hoagland, Tim
Description: Hist 3990 ("Historical Internships") will be offered this spring as an opportunity for advanced undergraduate students to participate in an internship with a historical society, government, private, or community history organization, or an audio or film documentarian in the Twin Cities' area. As much as is possible in terms of arranging partnerships with institutions, internships will cater to students' specific interests in areas ranging from historical documentary film to archival management. Hist 3990 will also include a classroom component where students will meet a few times during the semester and discuss readings that theorize and contextualize the different types and methods of public history, as well as literature that explores the political and cultural issues surrounding non-academic historical presentation. Because of the time commitment involved in individual internships, the writing requirement for this course will be mainly limited to a journal and portfolio students will be required to keep describing and relating their internships, and a short reflective essay. For additional information, please contact Andy Urban (urba0090@umn.edu).

Class time: 20% Discussion, 80% Completing individual internships.
Work load: 15 pages of writing per semester, 2 papers. Most of the work in this course will be dictated by the student's internship.
Grade: 80% written reports/papers, 20% class participation

Hist 4071 History of Rome to 78 B.C.
(Sec 001); 3 cr; prereq An appropriate introductory course is recommended; meets DELM req of classroom
Instructor: Evans, John Karl
Description: The syllabus can be found at: http://www.tc.umn.edu/~evans002/
Course URL: http://www.tc.umn.edu/~evans002/

Hist 4961W Major Paper
(Sec 001, 090); 4 cr; A-F only; prereq dept consent, instr consent; sign up in Undergraduate Studies Office two sem in advance; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: The major paper seminar is the capstone course for history majors. After spending many semesters reading other scholars' ideas and interpretations, you now have the opportunity to research, analyze, and write your own original work of scholarship. It can be one of the most rewarding intellectual experiences of your time at the University of Minnesota. The senior paper consists of a 20-30 page paper based on original research in primary sources (sources like letters, diaries, newspaper articles, interviews, government documents, etc., rather than scholarly articles or books). It can be on a topic of your choosing, but you are highly encouraged to discuss your paper topic with the instructor before the course begins. Refining the topic and even changing it often occurs during the course of the semester, but it is important to have some ideas before hand. This semester long course introduces students to the primary methods of historical research, analysis, and writing and guides students through the process of defining a topic, finding relevant secondary and primary sources, writing a research proposal, conducting the research, outlining and writing a first draft, and revising that draft to create a final paper.

Hist 5011 Quantitative Methods for Historical Research
(Sec 001); 4 cr; prereq instr consent; meets DELM req of classroom
Instructor: Ruggles, Steven
Description: Description of the purpose of this course is to equip students with the skills and confidence to count things creatively. We will focus on three general areas: 1. Methods and statistics. We will move quickly through a gloss of the usual topics of elementary statistics (percentages, means, basic probability and tests of statistical significance, bivariate regression and correlation) and then turn to more advanced topics of special significance for historical sources (e.g., sample designs, family reconstitution, standardization and decomposition, indexes, measures of inequality, and regression). You will not end up an expert on any of these topics, but you should at least get an intuitive sense of what they are about and how to find out more. 2. Data management, software, and computers. We will focus on the use of SPSS for Windows and Microsoft Excel. We will also briefly cover several other programs for quantitative analysis. The topics covered will include data collection, design, data entry, analysis of microdata, management of hierarchical data, making graphs, mapping, and techniques of aggregate data analysis. 3. Principles of measurement and presentation of quantitative information. These often-neglected topics are the heart of the course. They include the principles and philosophy of measurement, research designs and data sources, and aesthetic considerations in the presentation of quantitative findings.

Class time: 33% lecture, 33% Discussion, 33% Laboratory
Work load: 50 pages of reading per week, 10 pages of writing per semester, Poster exhibit
Grade: 25% special projects, 25% class participation, 25% lab work, 25% problem solving
Exam format: N/A
Course URL: http://www.hist.umn.edu/~ruggles/hist5011

Hist 5467 State and Revolution in Modern China
(Sec 001); Credit will not be granted if credit has been received for: HIST 3467, EAS 3467, HIST 3467W, EAS 3467W, HIST 3467W, 3 cr; meets DELM req of classroom
Instructor: Farmer, Edward L !!Morse Alumni Award!!
Description: At the 5xxx level, this course is designed to accommodate graduate students who wish to write a paper or develop a field in Chinese history. There are no prerequisites. Lectures and exams are in common with the undergraduate course (Hist/EAS 3467W), but readings and paper requirements are different. The course provides an overview of the emergence of China as a major power: the collapse of the imperial system, the Nationalist and Communist revolutions, and recent drive for economic development. Paper topics and, where possible, readings, will be adjusted to the individuals's needs and interests.aper topics and, where possible, readings, will be adjusted to the individual's needs and interests.

Class time: 75% lecture, 20% Discussion, 5% slides
Work load: 80 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers
Grade: 15% mid-semester exam(s), 30% final exam, 40% written reports/papers, 10% class participation, 5% map exercise
Exam format: 80% essay; 20% identification

Hist 5473 Japan's Modernities: Historiographies
(Sec 001); 3 cr; A-F only; prereq [Advanced undergrad, instr consent ] or grad student; meets DELM req of classroom
Instructor: Mizuno, Hiromi
Description: What has made Japan modern? Many American scholars attempted to answer this question, analyzing the history of Japan, the first non-Western nation that achieved the status of world power. Their answers have been shaped by their time, concern, and conception of modernity. This course examines how Japan's modernity and modernization have been discussed in (selected) major English-language works covering the 17th century to early-20th century, the periods often called "early modern" and "modern." This is also a course about the production of historical knowledge in general. This means that we will look at not only what happened in Japan, but also what has informed historians to determine what happened. While providing an overview of the scholarship on modern Japan in particular, the course also explores more general issues related to modernity, modernization, and the relationship between theory and history, and the connection between the present and the past. Each class will begin with my brief lecture and an oral presentation by a student. All the readings will be in

This information is accurate as of: 10/27/2005 at 2:13 PM
Hist 5841 Proseminar in American Economic History
(Sec 001); 3 cr; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Green, George David !!!Morse Alumni Award!!
Description: This is an intense readings course on American economic and business history since the American Revolution. Weekly topics are likely to include: methodology, regional specialization in the early 19th century, the economics of slavery, land policy and northern agriculture, railroads, rise of big business, government regulation of business, banking and finance, causes of the 1930s depression, modern macroeconomic policy, the U.S. in the world economy, war and the modern economy. Class will be devoted to seminar discussions of weekly readings. Students will write five short analytical papers on five of the topics. The course is intended mainly for graduate students and honors undergraduates in History and related disciplines; others may enroll with instructor's permission.
Class time: 100% Discussion
Work load: 200 pages of reading per week, 25 pages of writing per semester, 5 papers
Grade: 90% written reports/papers, 10% class participation

Hist 5890 Problems in American Indian History
(Sec 001); Credit will not be granted if credit has been received for: AMIN 5890; 3 cr; prereq instr consent; meets DELM req of classroom
Instructor: O'Brien-Kehoe, Jean Maria
Description: This course serves as a basic introduction to scholarship in American Indian history, with attention to the broad geographical, cultural, and methodological scope of the field. The course seeks to illuminate different approaches to doing and thinking about American Indian history, framing questions within the field of American Indian history, and understanding the historiographical traditions in American Indian history. Students will learn to think critically about American Indian history to formulate historical questions within the field, and to understand and equate themselves to work with and critique the primary sources upon which the field rests.
Class time: 100% Discussion
Work load: 250 pages of reading per week, 8 pages of writing per semester, 2 papers
Grade: 40% written reports/papers, 10% in-class presentations, 40% class participation

History of Science and Technology
381 Physics: 612/624-7069

HSci 1715 Technology and Western Civilization: Since the Industrial Revolution
(Sec 001); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: STAFF
Description: HSci 1715 is designed for undergraduates interested in technology and history, and enrolls students with wide interests in the liberal arts, science, and engineering. There is no prerequisite. We explore the historical background and development of the most powerful technological system the world has ever known: Western Europe's. We cover relations between technology and culture since the Industrial Revolution, the diffusion of industrial technologies around the world and how various cultures adopted/adapted them, and the technological social impact, especially on Western society. We begin with case studies of industrialization in Britain, Germany, and the United States, and the connection between industrialization and exploration and discovery. We next focus on how different societies created/reacted to technologies such as the steam engine and electricity, and how the small technologies of daily life contributed to the growth of a society increasingly dependent on technology. Finally, we look at the increasingly complex technological system that nations and corporations developed to manage people and machines, and how these technologies related to social, cultural, and scientific attitudes. We end by considering the technologies of violence and hope that have dominated much of the twentieth-century.
Class time: 65% lecture, 35% Discussion
Work load: 10-50 pages of reading per week, 2 exams, 2 papers
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% class participation
Exam format: Short identifications and essay

HSci 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: Alchin, Douglas
Description: We use case episodes to understand the origins of science and how it became transformed into "modern" practice: how many cultures came to systematize knowledge of the natural world and how our current system of investigation evolved in the West. We consider ideas, methods, institutions and cultural contexts. We also develop analytical skills of historical interpretation. Student projects include a map interpretation and historical debate simulation. Students read original documents.
Class time: 40% Discussion, 60% interactive lecture
Work load: 35 pages of reading per week, 12 pages of writing per semester, 1 exams, 3 papers, Students enrolled in HSci 3814 read additional book.
Grade: 25% written reports/papers, 20% special projects, 5% in-class presentations, 50% student designated (exam, journal, book, writing)
Exam format: Essay
Course URL: http://www.pclink.com/ alchin/hsci1814/home.htm

HSci 1815 Introduction to History of Science: Modern Science
(Sec 001); 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: Janssen, Michel
Description: This class is the second part of a two-semester introductory survey of the history of science. The two parts can be taken independently of one another. This class covers a selection of developments in physics, chemistry, biology, and geology from the 18th-20th C. We examine the reasoning of some of the leading scientists involved, while being sensitive to the broader social and cultural contexts in which they worked. We also pay attention to the ways in which we obtain knowledge in the history of science. To allow for meaningful analysis of the material, the course is clustered around a few pivotal episodes: the chemical revolution of the late-18th C., the Darwinian revolution of the 19th C and the relativity and quantum revolutions of the early-20th C. We also study the impact of these scientific developments on society. In particular, we look at the reaction of various religious groups to Darwins theory and at the development of nuclear weapons made possible by the development of modern physics. We pay special attention to the increasingly international character of science during the period covered in this class, while emphasizing differences between the developments in various countries (notably Britain, Germany, France, and the United States). The objective of the course is to give you a better understanding not just of the historical development of scientific ideas but also of the role science plays in modern societies by tracing how it came to play that role.
Class time: 75% lecture, 25% Discussion
Work load: 40 pages of reading per week, 5 pages of writing per semester, 2 exams, 3 papers, one short presentation in the discussion section
Grade: 15% mid-semester exam(s), 25% final exam, 45% written reports/papers, 5% class participation, 10% attendance
HSci 3242 The Darwinian Revolution
(Sec 001); Credit will not be granted if credit has been received for: HSCI 5242; 3 cr; meets DELM req of classroom
Instructor: Borrello, Mark E
Description: Charles Darwin's theory of evolution has generated controversy and comment since the publication of On the Origin of Species in 1859. It has been berated by clerics, embraced by capitalists and communists simultaneously and consistently debated by scientists themselves for the past century and a half. What is it about this idea that makes it so compelling? Why is it that so many people have so many opinions about the theory of evolution? In this course we will look at the history of the theory of evolution and attempt to make sense of these questions. Through a careful historical and philosophical analysis we will gain a deeper understanding of an idea that has become increasingly common yet remains persistently contentious. Our examination of evolutionary theory will be focused initially on Darwin and his work in the Victorian context. We will then look at the controversies over the teaching of evolution in the United States in the twentieth century, from the Scopes Monkey Trial to the current debates. Finally, we will look at the application of evolutionary theory to human behavior. The effort to understand human behavior in evolutionary terms arguably began with Darwin himself, however, the contemporary debate was initiated in the mid-1970’s by Harvard entomologist Edward O. Wilson. In the final section of the course we will look at Wilson’s program called sociobiology and continue our analysis into the present and an examination of the field of evolutionary psychology.

HSci 3244 History of Ecology and Environmentalism
(Sec 001); Credit will not be granted if credit has been received for: HSCI 5244, HSCI 5244; 3 cr; meets DELM req of classroom
Instructor: Jones, Susan D.
Description: History of ecology as a scientific discipline, historical applications of ecology, and history of environmental ideas and movements that have called themselves "ecological" in the modern western world. Topics include the ecology of disease, colonial expansion and ecology, ecology and evolutionary theory, conservation versus environmentalism, urban ecology, ecology and politics, and aspects of the late-twentieth century environmental movement.
Class time: 50% lecture, 50% Discussion
Work load: 80-100 pages of reading per week, 20 pages of writing per semester, 2 exams
Grade: 30% mid-semester exam(s), 30% final exam, 40% class participation
Exam format: short answer, identifications

HSci 3401 Ethics in Science and Technology
(Sec 001); Credit will not be granted if credit has been received for: HSCI 5401, HSCI 5401, HSCI 5401; 3 cr; meets CLE req of Citizenship/Public Ethics Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Seidel, Bob
Description: Ethics are critical to the safe and humane functioning of science, engineering and our technological society. We will examine number of historical episodes and the ethical issues involved, ethical systems based on science and technology and their applicability to issues raised by contemporary science and technology. In addition to weekly discussions of ethical practices and problems, students will devise and present their own ethical codes based upon their values and vocations.
Class time: 50% lecture, 15% Closed Circuit TV, 35% Discussion
Work load: 75 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation
Exam format: Essay
Course URL: http://vista.umn.edu/hsci3401

This information is accurate as of: 10/27/2005 at 2:13 PM
HSci 5994 Directed Research
(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Guided individual reading or study.

HSci 5993 Directed Studies
(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact instructor or department for information.

Hmong

Hmong 1012 Beginning Hmong
(Sec 001, 050); Credit will not be granted if credit has been received for: HMNG 4002; 5 cr; prereq 1011; meets DELM req of classroom
Instructor: LeYang, Maxwell
Description: This course is the last of the two-semester sequence of beginning Hmong that teaches Hmong to students with little or no exposure to the Hmong language. Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course offered this semester. The contents of the course continue to include the exposure of the primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will re-enforce students on Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding family, social events, health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to have acquired a vast amount of Hmong vocabularies. Students must be able to converse in moderate Hmong dialogues and compose simple paragraphs. Topics covered in this semester include: 1. Different forms of verbs 2. Gender indications 3. At school, at work, at the store 4. Hmong families and clan names 5. Conversational practices and discussions Required Texts: The texts for the course are Basic Hmong Book One and Phau Xyaum Nyeem Ntawv Hmong Dawb. You can find Basic Hmong Book One at the Bookstores on Campus and Phau Xyaum Nyeem Ntawv Hmong Dawb at Paradigm in Dinky Dome. Legend: * = Required
Class time: 60% lecture, 40%
Work load: 5 pages of reading per week, 5 pages of writing per semester, 5 exams, Work group, class activities, presentation, audio/video, etc.
Grade: 30% final exam, 40% quizzes, 10% class participation, 20% Homework and project
Exam format: Multiple choices, fill in the blanks, short answers, and oral.

Hmong 4002 Beginning Hmong
(Sec 001, 050); Credit will not be granted if credit has been received for: HMNG 1012, HMNG 1012; 3 cr; prereq [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors
Instructor: LeYang, Maxwell
Description: This course is the last of the two-semester sequence of beginning Hmong that teaches Hmong to students with little or no exposure to the Hmong language. Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course offered this semester. The contents of the course continue to include the exposure of the primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will re-enforce students on Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding family, social events, health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to have acquired a vast amount of Hmong vocabularies. Students must be able to converse in moderate Hmong dialogues and compose simple paragraphs. Topics covered in this semester include: 1. Different forms of verbs 2. Gender indications 3. At school, at work, at the store 4. Hmong families and clan names 5. Conversational practices and discussions Required Texts: The texts for the course are Basic Hmong Book One and Phau Xyaum Nyeem Ntawv Hmong Dawb. You can find Basic Hmong Book One at the Bookstores on Campus and Phau Xyaum Nyeem Ntawv Hmong Dawb at Paradigm in Dinky Dome. Legend: * = Required
Class time: 60% lecture, 40%
Work load: 5 pages of reading per week, 5 pages of writing per semester, 5 exams, Work group, class activities, presentation, audio/video, etc.
Grade: 30% final exam, 40% quizzes, 10% class participation, 20% Homework and project
Exam format: Multiple choices, fill in the blanks, short answers, and oral.

Hmong 4002 Beginning Hmong
(Sec 001, 050); Credit will not be granted if credit has been received for: HMNG 1012, HMNG 1012; 3 cr; prereq [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors
Instructor: LeYang, Maxwell
Description: This course is the last of the two-semester sequence of beginning Hmong that teaches Hmong to students with little or no exposure to the Hmong language. Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course offered this semester. The contents of the course continue to include the exposure of the primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will re-enforce students on Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding family, social events, health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to have acquired a vast amount of Hmong vocabularies. Students must be able to converse in moderate Hmong dialogues and compose simple paragraphs. Topics covered in this semester include: 1. Different forms of verbs 2. Gender indications 3. At school, at work, at the store 4. Hmong families and clan names 5. Conversational practices and discussions Required Texts: The texts for the course are Basic Hmong Book One and Phau Xyaum Nyeem Ntawv Hmong Dawb. You can find Basic Hmong Book One at the Bookstores on Campus and Phau Xyaum Nyeem Ntawv Hmong Dawb at Paradigm in Dinky Dome. Legend: * = Required
Class time: 60% lecture, 40%
Work load: 5 pages of reading per week, 5 pages of writing per semester, 5 exams, Work group, class activities, presentation, audio/video, etc.
Grade: 30% final exam, 40% quizzes, 10% class participation, 20% Homework and project
Exam format: Multiple choices, fill in the blanks, short answers, and oral.

Honors Seminar

HSem 2010H Honors Seminar: Masses, Elites-Leaders, Followers
(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: Kliner, George
Description: Mass movements and cults fired by ideological fanaticism were frequent in the twentieth century. Led by so-called "charismatic personalities" such as Adolf Hitler, Joseph Stalin, Jim Jones, and David Koresh, these cults and movements often resulted in catastrophic events such as reigns of terror, genocide, mass suicide, war, and the Holocaust. The century has also been characterized by the prevalence of what can best be called mass societies, particularly in the industrially and technologically advanced regions of the globe. Drawing on interdisciplinary sources, we will explore the following issues: the nature of mass society; the tendency of people to conform and the resulting unquestioned obedience to authority, their susceptibility to be influenced and manipulated by advertisements, propaganda, and demogogy. We will also study the special circumstances which make masses of people more susceptible to falling under the spell of "charismatic" figures and the ideologies they advocate than in normal times, The Allure of Toxic Leaders (the title of a recent book on the subject); antidotes to such vulnerability; the relationship of elites to masses, leaders to followers. Each student will be assigned a topic to present to class, and will write a term paper.

HSem 2020H Honors Seminar: Tickling the Ivories for 300 Years
(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: Shockley, Rebecca P
Description: Students in this seminar will explore the evolution of the piano and its relatives (including harpsichord, clavichord, and organ) to the present day. We will examine the development of the instrument, its music and traditions (including jazz), and its role in society, as well as the impact of technological innovation, including the computer and synthesizer, on the keyboard. The course will include assigned

Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation
Exam format: Essay
Course URL: http://vista.umn.edu/hsci3401
HSem 2040H Honors Seminar: Psychopaths and Serial Killers
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prerequisite [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: Psychopathic personality has been described as a "mask of sanity". While appearing superficially normal and personable, psychopaths exact a costly toll on society by covertly manipulating and coercing others to satisfy selfish aims and desires. Among the general public, the term "psychopath" brings to mind the image of a crazed or sadistic serial killer. However, psychopaths do not meet legal or conventional psychiatric criteria for insanity, and while it is probably true that most serial killer are psychopathic, most psychopaths are not homicidal individuals. In this class, existing diagnostic criteria for psychopathic personality will be reviewed and distinctions between this and other psychiatric disorders will be discussed. Using case histories, different expression of the psychopathic personality, including criminal and successful types, as well as the serial murderer, will be examined. Other topics will include: psychopaths in history, literature and film; personality profiling; causal factors in criminal and psychopathic behavior; and research on emotions and thought processes in psychopaths.
Work load: 25-50 pages of reading per week, 20 pages of writing per semester, weekly quiz

HSem 3010H Honors Seminar: Earth, Wind & Fire in the Land of Lakes
(Sec 001); 2 cr; max crs 12, 4 repeats allowed; A-F only; prerequisite [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors
Instructor: Waldron, Carol C
Description: Classical academics described the world as composed of four basic elements: earth, air, water, and fire. They interact to create the environment that sustains us. The elements of your day might be family, study, work, and play. They interact to form your life: love, accomplishment, tension, and joy. Design defines visual elements as line, shape, and form; color and texture. These elements interact to create and communicate meaning. This class will take advantage of the elements that surround us everywhere: we will explore the ways that design principles mirror the natural interaction of the environment; of people, places, and things. We will then experiment with constructing narrative from found visual and verbal material, and construct creative projects – visual books and/or maps – from the materials that are gathered and reconfigured: recycling and reusing the visual environment.

HSem 3020H Honors Seminar: Ancient Iran
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prerequisite [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors
Instructor: Bashiri, Iraj !CLA Distinguished Tchg Awd!!
Description: In this course, students will study the foundation of the Persian Empire on the Iranian Plateau and the impact of that rapidly growing empire on Lydia, Egypt, Babylon, and Sughdiana. Using the Zaraoastrian creed as a focus, we will delve into Achaemenian institutions, as well as its social life, court protocol, and administration. Special attention is paid to the reasons for the fall of the Empire to Alexander the Great. Sassanian Iran builds on the Achaemenian heritage and, until the rise of Islam, rivaled Rome and Byzantium. Studying the Sassians provides a solid understanding of the ancient Iranian religious institutions, its military, and administrative divisions. The course will also emphasize the development of ideas among the ancient Greeks, Egyptians, Romans, and Persian. We will study the exchange of ideas, particularly with regard to scientific, cultural, and ideological developments.

HSem 3030H Honors Seminar: Perceptual Illusions
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prerequisite [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors
Instructor: He, Sheng
Description: In this course, students will study the foundation of the Persian Empire on the Iranian Plateau and the impact of that rapidly growing empire on Lydia, Egypt, Babylon, and Sughdiana. Using the Zaraoastrian creed as a focus, we will delve into Achaemenian institutions, as well as its social life, court protocol, and administration. Special attention is paid to the reasons for the fall of the Empire to Alexander the Great. Sassanian Iran builds on the Achaemenian heritage and, until the rise of Islam, rivaled Rome and Byzantium. Studying the Sassians provides a solid understanding of the ancient Iranian religious institutions, its military, and administrative divisions. The course will also emphasize the development of ideas among the ancient Greeks, Egyptians, Romans, and Persian. We will study the exchange of ideas, particularly with regard to scientific, cultural, and ideological developments.

HSem 3040H Honors Seminar: Politics of Population
(Sec 002); 3 cr; max crs 12, 4 repeats allowed; A-F only; prerequisite [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors
Instructor: Pilcher, Jeffrey Michael
Description: Students in this seminar will have the opportunity to participate in a symposium on the Politics of Population sponsored by the Institute for Advanced Studies. Events will feature prominent scholars, artists, and activists as well as political and industry leaders from the Twin Cities and around the world. Class readings will provide students with the background to understand and contribute to discussions on the vital contemporary issues of epidemics, citizenship, and the culture of diasporas. The course will introduce different views of population, as a source of political strength or a threat to limited resources. Three units will examine different perspectives on populations and the movements, regulations, and concerns or fears associated with them. We will examine modern epidemics such as HIV/AIDS and SARS in historical comparison with outbreaks of the Black Death, yellow fever, and the Spanish flu. Citizenship, the legal rights and duties of membership in the nation, peoples without nations, and universal human rights, will provide another focus for the course. Finally, hunger will be considered both as a longing experienced by migrants for the culture, particularly foods, of their homeland and as the physical consequence of food shortages and unequal distribution. Students will be required to attend some outside seminars in addition to regular class participation.
Class time: 100% Discussion
Work load: 100 pages of reading per week, 20 pages of writing per semester, 3 papers, Students must attend two IAS seminars outside of class
Grade: 50% written reports/papers, 30% in-class presentations, 20% class participation
Exam format: no exams

HSem 3050H Honors Seminar: Democracy and Markets
(Sec 002); 3 cr; max crs 9, 3 repeats allowed; A-F only; prerequisite [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors
Instructor: Freeman, John Roy !CLA Distinguished Tchg Awd! Morgan Alumni Award!!
Description: The course addresses the question of whether democracy and markets are compatible, whether democratic institutions undermine or enhance market institutions and vice versa. Competing theoretical perspectives from the field of political economy are critically evaluated. And the experiences of countries with different political-economic systems are studied, including countries in North America and Europe. Among the topics singled out for in-depth analysis are the economics of voting, politics of monetary policy, political business cycles, producer group politics and the politics of privatization. Some familiarity with basic (introductory) economics is assumed. Readings: About 50-75ppes per week. Written work: Two
options: Option 1: Two mid-term papers and a short (6-8 page) paper and a final exam. Option 2: One midterm, a research (20-25 page paper) and a final exam. This option can be used to write a senior honors paper in political science (with instructor Freeman).

HSem 3070H Honors Seminar: Argentina Dreams
(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: Kaminsky, Amy K
Description: After Argentina achieved independence in the nineteenth century, the cultural and political elite of the new century undertook to construct a nation in the mold of Europe's modern states. Even today, Argentina has the reputation of being the most European of Latin American countries. In this course we will look at the way a national identity is produced from both inside and outside the nation, using Argentina as a case study. We will examine the role that Europe and the United States played in Argentina's obsessive concern with its national identity and international stature, and we will also discuss the reasons that modern Western nations might have had for participating in the project of reading, writing, and imagining Argentina into existence. We will begin by reading and discussing theoretical texts on issue surrounding national identity, particularly in the post-colonial context. We will go on to examine literary texts and films produced in Argentina, which both reflect and create ideas about Argentina.

HSem 3080H Honors Seminar: Tale of Genji Aristocrat Culture in Early Japan
(Sec 001); 3 cr; A-F only; prereq Jr or sr, honors; meets DELM req of classroom; meets HON req of Honors
Instructor: Rouzer, Paul F
Description: The Tale of Genji and Aristocratic Culture in Early Japan. The early eleventh-century novel The Tale of Genji by the Japanese court lady Murasaki Shikibu is thought by many to be the first "novel" in world history. In this class we will read the entire work in Royall Tyler's new English translation and explore its literary qualities, its ways of representing character, and its methods of plot construction. Can this book be treated as a "modern novel," or can it only be understood as a product of its times? What can account for its popularity within the various communities that have read it: in Heian Japan, in traditional and modern Japanese culture, and in the modern West? We will also look explore the world of early Japanese aristocratic culture, particularly as seen through the eyes of contemporary women writers: Murasaki Shikibu's own diary, the Pillow Book of Sei Shonagon, and the poetic "diary" of Izumi Shikibu. Does the existence of a large community of writing women at this point allow us to explore a distinctive "female perspective" on this period? How did women and men express themselves and communicate through literature, and how did gender difference express itself in what they wrote? In the last part of the course, we will look briefly at the impact Genji has had on later Japanese literature and the different ways it has been interpreted.

Work load: 100 pages of reading per week

Horticultural Science
305 Alderman Hall: 612/624-5300

Hort 1001 Plant Propagation
(Sec 006); 4 cr; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom
Instructor: Calkins, James Bruce
Description: Plant Propagation designed for environmental horticulture students and anyone interested in learning about the principles and practices involved in the sexual and asexual propagation of plants. This includes students in urban and community forestry, environmental studies, College of Continuing Education students, and students from many other disciplines who simply have an interest in plants and plant propagation. As part of the process of learning how plants are propagated, students will also learn about the basic biological and physiological processes involved in the successful propagation of plants. Students will also learn about the scientific method including the development of a hypothesis, conducting experiments, taking and interpreting data, and sharing the results in report form. During the course of the semester students will have the opportunity to propagate hundreds of plants using a variety of techniques including seeds, cuttings, grafting, division, and layering. If desired, most of the plants propagated can be taken home to wow friends and relatives.

Class time: 40% lecture, 10% Discussion, 50% Laboratory
Work load: 15 pages of reading per week, 35 pages of writing per semester, 3 exams, 1 papers, 14 lab reports
Grade: 14% mid-semester exam(s), 10% final exam, 6% written report/papers, 14% special projects, 56% lab work
Exam format: true/false, multiple choice, short answer

Hort 1001 Plant Propagation
(Sec 001); 4 cr; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom
Instructor: Markhart, Albert Henry !!COAFES Distinguished Tchg Awd!!
Description: The overall objective of Plant Propagation is to teach the principles and practice of asexual and sexual propagation of plants. In the process of learning about how plants are propagated, students will learn the basic biological systems as they relate to plant propagation. A second objective is to teach the scientific method beginning with the hypothesis, conducting experiments, taking and interpreting data, and sharing the results in report form. During the course the students get to propagate hundreds of plants, using techniques ranging from planting seeds through taking cuttings, grafting, and layering. Most of the plants students propagate get to take home to their friends and relatives.

Class time: 40% lecture, 10% Discussion, 50% Laboratory
Work load: 20 pages of reading per week, 30 pages of writing per semester, 4 exams, 12 lab reports
Grade: 30% mid-semester exam(s), 15% final exam, 55% lab work
Exam format: short answer

This information is accurate as of: 10/27/2005 at 2:13 PM
Hort 1003 Master Gardener Core Course: Horticulture for Home & Garden
(Sec 002-004); 3 cr; meets DELM req of classroom
Instructor: Meyer PhD, Mary Hockenberry
Description: Provides a foundation in soils; botany; entomology, plant pathology; indoor, herbaceous, and woody plants; lawns; fruits; vegetables; pesticides; and wildlife. Geared at an introductory level, with an emphasis on Extension publications and resources useful in answering consumer horticulture questions. (No prereq. Participants who wish to volunteer as Master Gardeners must apply and be accepted into their local county Extension Master Gardener programs. Non-volunteers take the class for personal or professional development and register directly with the University College). Additional sections of Hort 1003 will be offered in Greater Minnesota. Call (612) 443-2460, ext. 263 for more information.
Class time: 95% lecture, 5% Discussion
Work load: 30 pages of reading per week, 6 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 25% final exam, 25% special projects, 25% Attendance
Exam format: Multiple choice, short answer

Hort 3002W Greenhouse Management
(Sec 001); 3 cr; A-F only; prereq 1001; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Anderson, Neil Owen
Description: The purpose of this course is to familiarize students with the floriculture industry standards and practices of greenhouse management. In this class, students will be trained in the following subject areas; greenhouse construction and design, heating and cooling, greenhouse cost analysis and accounting, soil media components, sanitation, water, nutrition, chemical growth regulator applications, light, temperature, gas exchange, soil pasteurization, and post-harvest handling. Students will grow crops in laboratory experiments to study various greenhouse management practices. The results from these experiments will be shared in laboratory presentations (oral and written). Field trips to observe greenhouse structures, glazing types, and greenhouse management techniques will be held periodically throughout the semester. Teaching methods used will include interactive student learning exercises.
Class time: 30% Discussion
Work load: 20 pages of reading per week, 15 pages of writing per semester, 4 exams, 1 papers
Grade: 25% mid-semester exam(s), 5% final exam, 10% written reports/papers, 10% in-class presentations, 5% class participation, 45% lab work
Exam format: Essay

Hort 3090 Horticultural Practicum
(Sec 001); 2-4 cr; max crs 12, 6 repeats allowed; prereq Jr or sr Hort major, instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Approved field, lab or greenhouse experiences in application of horticultural information and practices.

Hort 4021 Landscape Design and Implementation I
(Sec 001); 4 cr; prereq 1001, 1015; meets DELM req of classroom
Instructor: Calkins, James Bruce
Description: This course is designed for environmental horticulture majors with specializations in landscape design, landscape maintenance, turf, and nursery production as well as students enrolled in individualized programs, Master of Ag in Horticulture students, and CCE students. Students enrolled in landscape architecture, urban and community forestry, and environmental studies should also find it an excellent elective. Course content is based on a philosophy of sustainable landscape theory and practice and the design of landscapes that are functional, maintainable, environmentally sound, cost effective, and aesthetically pleasing. 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 Trail Garden and Landscape Design Studio, the St. Paul and Minneapolis campus grounds, and commercial and residential sites. Students will learn about the design process including needs assessment, site survey and analysis, concept plan development, plant selection, and the development of draft and completed designs. Presentation techniques including lettering, graphics, and plan layout will also be covered. Students will apply these concepts through the development of design solutions for a variety of residential and commercial sites.
Class time: 40% lecture, 20% Discussion, 40% Laboratory
Work load: 20 pages of reading per week, 6 pages of writing per semester, 6-7 design problems, quizzes and postings
Grade: 15% written reports/papers, 5% class participation, 80% design projects
Course URL: http://www.sustland.umn.edu

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, completed internship contract; 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 5032 Sustainable Commercial Vegetable Production Systems
(Sec 001); 3 cr; A-F only; prereq [3005, Ent 3005, PIPa 2001, Soils 2125] or instr consent; meets DELM req of classroom
Instructor: Thrill, Christian A
Description: Sustainable commercial vegetable production systems methods can evening weekday, and two Saturdays 8:00am to 5:00pm for arranged field trips. Additionally, a 2-day professional conference on fruit and vegetables is part of the curriculum. This course is designed to familiarize you with the systems of commercial vegetable production, and improvements upon these components through research. Instruction will be concentrated on systems that represent pillars of commercial vegetable production, whereby principles of their use cross the boundaries of individual cropping systems. The systems involved are neither static nor independent, rather, quite dynamic in their relationships. Thus, students should consider this as they progress through the various areas of study. Systems include: site selection, land preparation and environmental interaction, specialized equipment, seed selection to preparation and stand establishment, cultural management practices during crop growth and development, water management, control of insects, diseases, and weeds, post harvest handling, and marketing and commodity use. The instructor will incorporate case study examples to almost every topical area covered and have guest lecturers. These activities should better prepare students for out-of-class work situations and add diversity to the learning experience.
Class time: 60% lecture, 30% Discussion, 10% field trips, hands on
Work load: 50 pages of reading per week, TBD pages of writing per semester, 2 exams, 1 papers, Project
Grade: 20% mid-semester exam(s), 20% final exam, 20% special projects, 10% in-class presentations, 30% problem solving
Exam format: Essay

Hort 5061 Turfgrass Science
(Sec 001); 3 cr; prereq 4061; meets DELM req of classroom
Instructor: Watkins, Eric
Description: This course will focus on turfgrass physiology and how it relates to management practices. Students will learn how to apply turfgrass science principles and techniques to real-world situations. The course is designed for students who are preparing for careers in turfgrass science or related fields. The course will consist of lecture, discussion, and lab. Topics covered include, but are not limited to: heat/cold tolerance, drought tolerance, shade adaptation, plant growth regulation, wear tolerance, and fertility.
Class time: 40% lecture, 20% Discussion, 40% Laboratory
Work load: 30 pages of reading per week, 25 pages of writing per
HE 3201 Strategic Career Planning

Class time: 
Instructor: 
Exam format: multiple choice, short answer, essay

Hort 5090 Directed Studies
(Sec 001); 1-6 cr; max crs 18, 18 repeats allowed; prereq 8 cr upper div Hort courses, instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Opportunities for in-depth exploration of concepts, technology, materials, or programs in specific areas to expand professional competency and self-confidence. Planning, organizing, implementing, and evaluating knowledge obtained from formal education and experience.

Human Ecology
32 McNeal Hall: 612/624-1717

HE 2200H Freshman/Sophomore Honors Colloquium: Critical Thinking
(Sec 001); 2 cr; max crs 4; A-F only; prereq [Fr or soph]; honors; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: Hokanson, Brad!!Outstanding Achievement Award!!
Class time: 70% Discussion, 30% close readings, structured exercises.

Work load: 25 pages of reading per week, 25 pages of writing per semester, 1 exam, 3 papers
Grade: 23% written reports/papers, 47% class participation, 22% problem solving, 8%
Course URL: http://160.94.18.249/critical/criticalSyllabus.html

HE 3201 Strategic Career Planning
(Sec 001); 1 cr; A-F only; prereq [Jr or sr or at least 60 cr], retail merchandising major; meets DELM req of classroom
Instructor: Fredrickson, Heather Nagle
Description: Strategic Career Planning: Juniors and Seniors in Retail Merchandising - Discover your strengths, learn what career opportunities fit with your major and develop top-notch skills and materials to land you the perfect internship or job! The focus of this course is to increase your awareness, knowledge and skills associated with the career identification and internship/job search process. Through this course you will gain an understanding of the relationship of interests, skills, personality, and work values to career choice. Each topic will convey information that will be applicable for a lifetime of career development and employment change. Learning job search strategies and developing application skills are intended to increase your level of self-confidence in this process. You will: learn the importance of self-examination and self-knowledge in the career planning and search process; examine your skills, interests and individual strengths; learn about retail-related careers and companies; produce a resume and sample cover letter that best represents your experience and career interests to potential employers; learn networking and internship/job search techniques, including identifying employment listings and conducting employer research; learn how to research and prepare for salary negotiation; learn interviewing preparation and performance skills, emphasizing behavioral interviewing techniques; develop an awareness of the influences on employment trends and the labor market.
Class time: 65% lecture, 10% Discussion, 25% This is an interactive course, which also includes individual practice/mock interviews with Career Professionals and a Career Panel.
Work load: 0-2 pages of reading per week, ~10 pages of writing per semester, 3 papers, Resume and Cover Letter
Grade: 50% written reports/papers, 40% special projects, 10% on-line
This information is accurate as of: 10/27/2005 at 2:13 PM

HE 4150H Honors Seminar: Earth, Wind & Fire in the Land of Lakes
(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: Waldron, Carol C
Description: Classical academics described the world as composed of four basic elements: earth, air, water, and fire. They interact to create the environment that sustains us. The elements of your day might be family, study, work, and play. They interact to form your life: love, accomplishment, tension, and joy. Design defines visual elements as line, shape, and form; color and texture. These elements interact to create and communicate meaning. This class will take advantage of the elements that surround us everywhere: we will explore the ways that design principles mirror the natural interaction of the environment; of people, places, and things. We will then experiment with constructing narrative from found visual and verbal material, and construct creative projects -- visual books and/or maps -- from the materials that are gathered and reconfigured: recycling and reusing the visual environment.

Human Factors
220 Cooke Hall: 612/625-5300

HumF 5722 Human Factors Psychology
(Sec 001); 3 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Stoffregen, Thomas
Description: We will cover some current topics in human factors as they are addressed from the point of view of the Ecological Approach to Human-Machine Systems. We will concentrate on in-class discussion of selected articles. We will begin with a brief consideration of general principles of the Ecological Approach to Perception and Action, and will proceed with "case studies," instances in which these principles are being applied to particular problems in human factors. Examples include flight simulation, the design of medical devices, Human-computer interface design (multiple application domains), virtual environments (and their side effects). Guest speakers include practicing experts in various domains.
Class time: 60% lecture, 20% Discussion, 20% Student PPT presentations of research articles from the literature
Work load: 60 pages of reading per week, 25 pages of writing per semester, 2 papers, Each student must give a 20-minute Powerpoint presentation of a relevant research article from the literature
Grade: 40% written reports/papers, 20% in-class presentations, 40% class participation
Exam format: N/A

Human Resource Development
425 VoTech: 612/624-7481

HRD 3196 Profession and Practice of Human Resource Development
HRD 3201 Introduction to Training and Development (Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Dhanju, Nidhi
Description: This course is an introduction to the training and development profession, the basic processes used to carry out theoretically sound training and development practices, and the systemic relationship with its host organization or system. Course Goals: Upon completion of the course, students will be able to: a. Provide core definitions of T&D and related terms. b. Describe the role of T&D within the organization structure, the need for T&D department, and T&D leadership. c. Discuss processes for determining organization and individual training needs as well as other drivers of performance. d. Demonstrate understanding of and the connections between T&D content, objectives, learning theories, instructional methods, and teaching techniques. e. Propose improvements to T&D facilities based on T&D vision and mission. f. Critique T&D situations utilizing transfer of training theory and practice. g. Demonstrate the ability to create measures of T&D and to evaluate T&D program results. h. Estimate T&D budgets, costs, and benefits. i. Demonstrate successful execution of simple T&D programs.

Human Resources and Industrial Relations
3-300 Carlson School of Management: 624-2500

HRIR 3021 Human Resource Management and Industrial Relations (Sec 001-003); Credit will not be granted if credit has been received for: HRIR 8021; 3 cr; prerequisite 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 week, 3 exams, 1 paper
Grade: 30% final exam, 20% written reports/papers, 20% special projects, 30% quizzes
Exam Format: multiple choice, short answer

HRIR 5023 Employment and Labor Law for the HRIR Professional (Sec 001); 2 cr; A-F only; prerequisite [(At least 60 sem or 75 qtr), 2.00 GPA] or grad student or instructor consent; meets DELM req of classroom
Instructor: STAFF
Description: This course covers the growing body of laws and their application to the workplace; human rights, equal employment opportunity, compensation and benefits, employee protection, and labor relations. Special topics include wrongful discharge, sexual harassment, defamation, and their application to work settings.
Work Load: 100 pages of reading per week, 50 pages of writing per semester, 2 exams
Exam Format: True False, Multiple Choice, Short Answer

Humanities
831 Heller Hall: 612/625-6563
Hum 3970 Directed Studies (Sec 001): 1-4 cr; max crs 4, 1 repeat allowed; prerequisite instructor consent; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact instructor or department for information.

Industrial Engineering
125 Mechanical Engineering: 612/625-0705
IE 5522 Quality Engineering and Reliability (Sec 001); 4 cr; prerequisite 4521 or equivalent, upper division or graduate student or CNR; meets DELM req of classroom
Instructor: STAFF
Description: The course focuses on building quality through product and process design and seeking continuous improvements by identifying weakness bottlenecks, wastes, etc. and using concepts such as Robust Design Quality Function Deployment (QED), Failure Mode Effect Analysis (FMEA), Fault trees, event trees, goal trees, Design Review, value analysis, principles of integration, cause effect analysis, reengineering benchmarking, etc. A lot of stress is given on sampling tolerance engineering statistical process control. Control charts variable attribute, process capability indices etc are thoroughly covered. Modeling for improvement of system reliability, availability and maintainability is also covered. The course also stresses on Organizational issues, such as Total Quality Management (TQM), employee empowerment, team work, Performance measurement ISO 9000 series certification, Malcolm Balridge Award.
Class Time: 80% lecture, 20% Discussion
Work Load: 80 pages of reading per week, 3 exams, 1 paper
Grade: 20% mid-semester exam(s), 40% final exam, 30% special projects
INet 4021 Network Programming
(Sec 001); 4 cr; A-F only; meets DELM req of classroom
Instructor: STAFF
Description: Network and distributed programming concepts and design using C, Java, and other higher level programming languages. Topics include sockets, TCP/IP, RPC, streaming, CORBA, .NET, and SOAP. Labs use UNIX/Linux and MS Windows operating systems.
(NOTE: Students must have completed 45 semester credits.)

INet 4031 Systems Administration
(Sec 001); 4 cr; A-F only; prereq CSci 4061 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Server and data storage architecture, SCSI, Fibre Channel, RAID and stripping; configuring hardware and software for server and data storage farms; operational factors, including backup and recovery. Lab. (NOTE: Students must have completed 45 semester credits.)

INet 4081 Introduction to Software Engineering
(Sec 001); 4 cr; A-F only; prereq [CSci 4061 or equiv or instr consent], 45 cr; meets DELM req of classroom
Instructor: STAFF
Description: Basic theory/practice of software engineering. Software development, requirements/specifications, design, verification, and validation. (NOTE: Students must have completed 45 semester credits.)

INet 4193 Directed Study
(Sec 001-005); 1-4 cr; max hrs 12, 4 repeats allowed; A-F only; prereq ITI student, dept consent; meets DELM req of classroom; meets DELM req of independent study
Instructor: STAFF
Description: Independent project, topic arranged with and supervised by ITI faculty.

IDSc 4431 Advanced Database Design
(Sec 001); 2 cr; A-F only; prereq 3202; meets DELM req of classroom
Instructor: Everest, Gordon C
Description: See one page executive summary on mirc.csom.umn.edu web site.
Class time: 70% lecture, 15% Discussion, 15% discussion solutions to problem assignments
Grade: 10% mid-semester exam(s), 20% final exam, 20% special projects, 15% quizzes, 5% class participation, 30% problem solving
Exam format: mixture of TF, MC, and short answer

Innovation Studies
170 WesH: 612/626-8724

IS 5100 Innovation Studies Seminar: Leadership and Change
(Sec 001); 3 cr; max hrs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Crosby, Barbara C
Description: Leadership and Change in an Innovation Society - Change is often built into definitions of leadership, and certainly many scholars and practitioners have written about how leaders can foster change in their organizations or communities. As the U.S. and other countries move more fully into the "innovation economy" understanding the links between leadership and change take on increased urgency. Leaders will need conceptual tools and practical skills to promote innovative organizations that thrive in and contribute to an innovative society. Examine models of change and leadership, and investigate how leaders can promote personal, organizational, and society change.

IS 5100 Innovation Studies Seminar: Baby Boomers Confront the Innovation Society
(Sec 002); 3 cr; max hrs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Harkins, Arthur M
Description: Boomers Confront Innovation - Based upon generational futures research and development, focus on the futures of baby boomers --arguably the best-educated older workforce on the planet -- as innovative citizens. Some boomer characteristics to be examined include: integrative and divergent thinking; converting opportunities to problems, and vice versa; being able to play multiple roles; being creative, inventive, and innovative; working successfully with both people and software; being both individuals and team players; and creating much or all of their own work. Through literature, case studies, and participant scenarios, explore the boomer as personal, organizational, and institutional innovators.

Institute of Technology
106 Lind Hall: 612/624-8504

IofT 1101 Environmental Issues and Solutions
(Sec 001); 4 cr; prereq High school chemistry or equiv, one yr high school algebra; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom
Instructor: Hondzo, Miki
Course URL: http://www.ce.umn.edu/~hondzo/it1101/

Insurance and Risk Management
3-300 Carlson School of Management: 612/624-2500

Ins 4100 Corporate Risk Management
(Sec 002); 2 cr; credit will not be granted if credit received for:
5100; meets DELM req of classroom
Instructor: Whitman, Andrew Frankli
Description: Theory applied to Enterprise Risk Management (ERM) practice in risk creation and mitigation. Guest industry practitioners
Ins 4201 Personal Financial Management  
(Sec 001); 2 cr; credit will not be granted if credit received for: 5201; meets DELM req of classroom  
Instructor: Whitman, Andrew Franklin  
Description: Guest industry practitioners present the concepts and principles of personal financial planning, and you develop your own plan using computer software. Your plan and practitioners cover steps in the planning process, financial statements, expenditure and credit/debt management, time value of money, insurance (disability, health, liability, long-term care), investing and portfolio allocation, tax reduction, retirement plans and estate planning. Standards of professional conduct and regulation of financial planners are reviewed.  
Class time: 70% lecture, 20% Discussion, 5% Laboratory, 5% On line and computer software  
Work load: 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers, Quizzes on WebCT VISTA. Software i.e. Quicken & WWW  
Grade: 60% written reports/papers, 25% quizzes, 15% class participation  
Exam format: multiple choice  
Course URL: http://www.csom.umn.edu/resources/classnet

ID 3201 Career Planning  
(Sec 001-009); 2 cr; meets DELM req of classroom  
Instructor: STAFF  
Description: Juniors and seniors--wondering what you'll do after you graduate? Learn how your individual talents, values, interests and experiences, matched with state-of-the-art career strategies, will position you in today's marketplace. Emphasis is on understanding the 21st century workplace, understanding yourself, identifying what you'd like to do for a living, and marketing yourself. We'll explore careers and address strategic resume writing, networking and interviewing. Attendance at all classes and active class participation is highly encouraged. A $25 fee will be charged for career assessment inventories.  
Class time: 25% lecture, 45% Discussion, 30% small group work  
Work load: 20 pages of reading per week, 15 pages of writing per semester, 3 papers, self assessment packet and special projects  
Grade: 35% written reports/papers, 25% special projects, 10% in-class presentations, 15% class participation, 15% attendance

ID 3205 Law School Exploration  
(Sec 001); 2 cr; meets DELM req of classroom  
Instructor: Larson, Janelle Marie !ICLA-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 3301 Introduction to Marxism  
(Sec 001); 3 cr; meets DELM req of classroom  
Instructor: Marquit, Erwin  
Description: The Marxist worldview continues to attract large numbers of scholars who see it as a most productive analytical tool for understanding developments in the social and natural sciences and fields of culture. The course surveys the basic components of Marxist thought -- the philosophical foundations for the Marxist understanding of the evolutionary development of nature, society, and thought; Marxist analysis of the economic foundations of capitalism; the socialist alternative of production for need instead of production for profit; the various ways Marxists approach sociopolitical and economic problems in contemporary society in the industrialized and developing countries in general and in the United States in particular. Among the wide range of topics that will be discussed are Marxist approaches to globalization, terrorism and war, economic justice, political strategies for empowerment and social change, national prejudices, religion, women's equality, racism, homophobia, genetic engineering, and art and culture. The failed efforts to develop socialist economies in the former Soviet Union and Eastern Europe will be reviewed. The transitions from centrally planned economies to socialist-oriented market economies in China and Vietnam and their economic and cultural consequences will be examined in some detail. Emphasis will be placed on understanding differing contemporary viewpoints among Marxists.  
Class time: 40% lecture, 20% Discussion  
Work load: 80-100 pages of reading per week, 2 exams, students keep a journal summarizing readings and lectures  
Grade: 35% mid-semester exam(s), 35% final exam, 30% written
ID 3571 HECUA Off-Campus Study Program: Metro Urban Studies Term Reading Seminar
(Sec 001); 4 cr; prereq concurrent enrollment in 3572, 3573, dept consent; contact CCLC, 345 FraserH, 626-2044; meets DELM req of classroom

Instructor: Dalal, Piyali Nath
Description: The Metro Urban Studies Term (MUST) is a Twin Cities-based, active learning, semester-long study program that explores the roots of urban inequality and poverty and familiarizes students with cutting edge strategies and social policy alternatives that aim to address urban issues. The program has a number of components 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, 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 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 Reading Seminar serves to assist students in integrating the many components of the MUST curriculum including the Reading Seminar, the Field Seminar, and the Internship. The program is full-time and provides a full semester of academic credit (16 credits). 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 and field experience

Work load: 150 pages of reading per week, 5 exams

Grade: 30% written reports/papers, 20% in-class presentations, 30% class participation, 20%

Exam format: essay
ID 3583 HECUA Off-Campus Program: City Arts Internship Seminar (Sec 001); 8 cr; prereq concurrent enrollment 3581, 3582, dept consent; contact CCLC, 345 Fraser H, 626-2044; meets DELM req of classroom

Instructor: Dalal, Piyali Nath

Description: City Arts is a Twin Cities-based, active learning, semester-long study program that explores the arts, popular culture and social change. The program is full-time, combines an internship with seminars, and provides a full semester of academic credit. See ID 3571 for description of the Internship and other program components. City Arts is open to all undergraduates who have completed the Freshman year. Primary faculty: William Reichard. Offered spring semester only. Contact: Piyali Nath Dalal, Career and Community Learning Center, 345 Fraser Hall, (612) 626-2044. Students register for ID 3581, 3582, and 3583.

ID 3591 HECUA 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

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 Adaptive Ecosystem Management (AEM), students gain a practical understanding of the ecological and physical processes that underlie environmental degradation. This course will include classroom and field work. 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.

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, journal assignments

Grade: 35% written reports/papers, 20% special projects, 15% class participation, 30% journal and internship evaluation

ID 3592 HECUA Off-Campus Study Program: Environmental Sustainability: Dimensions o (Sec 001); 4 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3591, 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 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 3993 Directed Study (Sec 001); 1-4 cr; max hrs 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.

Interdisciplinary Medicine
3-105 Owre Hall (Box 33): 612/625-3622

InMd 3001 Human Anatomy (Sec 001); 3 cr; prereq [Biology or equiv], soph; meets DELM req

This information is accurate as of: 10/27/2005 at 2:13 PM
InMd 3002 Human Anatomy Laboratory  
(Sec 001-003); 1 cr; A-F only; meets DELM req of classroom  
Instructor: Weinhaus, Anthony James  
Description: Laboratory examination of human anatomy on prosected human cadavers. This laboratory is designed to be a valuable supplement to the Human Anatomy Lecture (InMd 3001/3301). Completion of, or current enrollment in, InMd 3001/3301 is required. 
Class time: 100% Laboratory  
Work load: 25 pages of reading per week, 4 exams  
Grade: 75% mid-semester exam(s), 25% final exam  
Exam format: multiple choice  
Course URL: http://www.med.umn.edu/anatomy

InMd 3302 Human Anatomy Laboratory  
(Sec 001-003); 1 cr; A-F only; meets DELM req of classroom  
Instructor: Weinhaus, Anthony James  
Description: Laboratory examination of human anatomy on prosected human cadavers. This laboratory is designed to be a valuable supplement to the Human Anatomy Lecture (InMd 3001/3301). This lab is identical to InMd 3002. Completion of, or current enrollment in, InMd 3001/3301 is required. 
Class time: 100% Laboratory  
Work load: 15 pages of reading per week, 3 exams  
Grade: 66% mid-semester exam(s), 33% final exam  
Exam format: 80% multiple choice, 20% fill-in-the-blanks  
Course URL: http://www.med.umn.edu/anatomy

InMd 1002 Beginning Italian  
(Sec 001, 005-014); 5 cr; meets DELM req of classroom  
Instructor: STAFF  
Description: Italian 1002 is the second semester of beginning Italian: students must have completed Italian 1001 with a grade of "C" or better in order to take Italian 1002. Italian 1001 introduces students to the language and culture of Italy. Class time is spent on presentations of new concepts and on continual use of material already taught. Students work individually, in pairs and in groups. They learn to read, write, speak and understand Italian. They view Italian films. Integral parts of this course will be the online assignments (Quia workbook and laboratory manuals) that students are required to do at home and the cultural reading text Stelle, perle e mistero. By the end of the first semester, students can communicate in a number of real life situations and are becoming comfortable with the present and the past tenses. Students who pass 1002 with a grade of "C" or higher can then move on to Italian 1003.  
Work load: 45-60 minutes of homework per class  
Grade: 15% final exam, 65% quizzes, 5% class participation, 15% oral presentations  
Exam format: Short answer; fill in the blank, true/false

Italian 1003 Intermediate Italian  
(Sec 001-004); 5 cr; prereq 1001-1002; meets DELM req of classroom  
Instructor: STAFF  
Description: Italian 1003 is the third semester course of Italian language and culture. (Students must have completed the equivalent of a year of university level Italian instruction before taking this course.) Students concentrate on mastering elements of grammar and on increasing their active vocabularies. They continue to read, write, speak and listen to current Italian. Each student chooses a topic for a cultural presentation, which is both written and spoken. Italian films are integrated into the program. Integral parts of this course will be the online assignments (Quia workbook and laboratory manuals) that students are required to do at home and the cultural reading text Stelle, perle e mistero. The grade is based on daily participation and homework performance, frequent quizzes, oral exams, compositions, cultural presentation and the final exam. At the end of the third semester, students who pass with a grade of "C" or higher are ready to move on to Italian 1004 or to study in Italy.  
Work load: 45-60 minutes of homework per class  
Grade: 10% final exam, 70% quizzes, 5% class participation, 15% oral exam  
Exam format: essay, short answer, fill-in-blank, true/false

Italian 1004 Intermediate Italian  
(Sec 001-006); 5 cr; prereq 1001, 1002, 1003; meets DELM req of classroom  
Instructor: STAFF  
Description: Italian 1004 (Intermediate Italian, level 2) is the fourth semester course of Italian language and culture. (Students must have completed the equivalent of one and a half years of university level Italian instruction before taking this course.) Having learned all the basic grammar concepts students now concentrate on mastering these elements and on increasing their active vocabularies. They continue to read, write, speak and listen to Italian. Each student chooses a topic for a cultural presentation, which is both written and spoken. Italian films are integrated into the program. At the end of the fourth semester, students who pass with a grade of "C-" or higher are ready to move on to Italian 3015, take a literature class, or study in Italy.  
Work load: 45-60 minutes of homework per class  
Grade: 10% final exam, 70% quizzes, 5% class participation, 15% oral exam  
Exam format: essay, short answer, fill-in-blank, true/false, various presentations

Italian 3015 Reading, Conversation, and Composition  
(Sec 001, 002); 4 cr; prereq 1004; meets DELM req of classroom  
Instructor: STAFF
Jpn 3022 Intermediate Japanese
(Sec 001, 005, 050); Credit will not be granted if credit has been received for: JPN 4004, JPN 4004; 5 cr; prereq 3021 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course is for students who have basic Japanese knowledge and have already taken JPN 3021. This course aims to develop the four communication skills (speaking, listening, reading, and writing) as well as culture-specific skills (do's and don'ts). Topics covered in this semester include describing the condition of an occurrence, speaking respectfully, explaining what you do not know, talking about bad experience or events, and giving orders. The course consists of discussions (taught entirely in Japanese) and lectures. Discussions are performance-oriented; teachers guide students in practice in practical situations. Lectures include grammar, reading, and sociocultural aspects of Japan. Students are expected to practice with tapes/CDs for 2 hours per day in preparation for each class. Students who have not taken JPN 3021 at the University of Minnesota must pass a placement test. Text: Banno, et al. Genki: An integrated course in elementary Japanese, Vol. 2.
Class time: 40% lecture, 60% language recitation sections
Work load: Daily preparation, homework, five lesson tests, one course project
Grade: 6% special projects, 15% quizzes, 10% class attendance; 20% homework; 9% dialogue check; 30% five lesson tests; 10% oral interviews.
Course URL: http://www.all.umn.edu/japanese_language/home.html

Jpn 3023 Third-Year Japanese
(Sec 001, 050); 4 cr; prereq 3031 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course is the second of a two-semester sequence of Third-Year Japanese. It aims to continue developing the four communication skills (speaking, listening, reading, and writing) on the intermediate-high level as well as Japanese culture-specific strategies to prepare students for real-life situations. Topics covered during the semester include job hunting, gift giving, visiting a doctor's office, etc. Authentic reading materials will be introduced as well. The class is conducted in Japanese, and access to a Japanese-capable computer is required. For each class, students are expected to spend at least two hours preparing for and reviewing the lesson. Textbook: Miura and McGloin (1994). An Integrated Approach to Intermediate Japanese.
Class time: 100% Discussion
Work load: 5 exams, Will cover 5 chapters (Lesson 8, 9 and 11-13)
Grade: 12% special projects, 20% quizzes, 10% class participation, 30% 5 Lesson Tests; 12% 2 Oral Interviews; 16% Homework Exam format: Listening comprehension, reading comprehension, multiple choice, and translation
Course URL: http://www.all.umn.edu/japanese_language/home.html

Jpn 4002 Beginning Japanese
(Sec 001, 005, 009, 050); Credit will not be granted if credit has been received for: JPN 1012, JPN 1012, JPN 1012, JPN 1012, JPN 1012, JPN 1012; 3 cr; prereq 4001 or who have passed the placement test. It aims to develop the four communication skills in Japanese (speaking, listening, reading, and writing) as well as culture-specific skills ("do's and don'ts"). Topics covered include describing appearance, reporting, giving an opinion/advice, describing a plan/intention/desire, and making a comparison. The course consists of 5 hours of discussion session and 2 hours of lecture session per week. Discussions are performance-oriented; teachers guide their students in the practice of Japanese in practical settings. Students are expected to spend 12 hours per week doing homework and practicing with CDs/tapes for each class. Both undergraduate and graduate students are encouraged to attend. Textbook: Banno. et al. Genki: An integrated course in elementary Japanese.
Class time: 29% lecture, 71% recitation
Work load: 12 hours of preparation and homework per week
Grade: 10% class attendance; 36% six lesson tests; 10% two oral interviews; 20% homework assignments; 15% quizzes; 9% dialogue checks
Exam format: oral interviews and written exams
Course URL: http://www.all.umn.edu/japanese_language/home.html

Jpn 4004 Intermediate Japanese
(Sec 001, 005, 050-051); Credit will not be granted if credit has been received for: JPN 3022, JPN 3022, JPN 3022, JPN 3022; 3 cr; prereq 4003, [passing score on GPT in another language or grad student]; meets DELM req of classroom
Instructor: STAFF
Description: This course is for students who have basic Japanese knowledge and have already taken JPN 4003. This course aims to
develop the four communication skills (speaking, listening, reading, and writing) as well as culture-specific skills (do's and don'ts). Topics covered in this semester include describing the condition of an occurrence, speaking respectfully, explaining what you do not know, talking about bad experiences, and giving orders. The course consists of discussions (taught entirely in Japanese) and lectures. Discussions are performance-oriented: teachers guide students in practice in practical situations. Lectures include grammar, reading, and sociocultural aspects of Japan. Students are expected to practice with tapes/CDs for 2 hours per day in preparation for each class. Students who do not take (Berlitz at the University of Minnesota must pass a placement test. Text: Bannoo, et al. Genki: An integrated course in elementary Japanese, Vol. 2.

Class time: 40% lecture, 60% language recitation sections
Work load: Daily preparation, homework, five lesson tests, one course project
Grade: 6% special projects, 15% quizzes, 10% class attendance; 20% homework; 9% dialogue check; 30% five lesson tests; 10% oral interviews
Course URL: http://www.all.umn.edu/japanese_language/home.html

Jewish Studies
330 Folwell Hall: 612/625-5353

JwSt 3013W Biblical Law and Jewish Ethics
(Sec 001); Credit will not be granted if credit has been received for: RELA 3013, RELA 3013W, RELA 3013W, RELA 5013, RELA 5013, RELA 5013, JWST 5013, JWST 5013; 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Levinson, Bernard M
Description: This course introduces students to the significance of religious law and ethics within Judaism. Law is the single most important part of Jewish history and identity. At the same time, it is the least understood part of Judaism and has often been the source of criticism and hatred. We shall therefore seek to understand what law means on its own terms and how law has come to represent such a fundamental religious and ethical ideal. The course will focus on the biblical and rabbinic periods but spans the entire history of Judaism. Consistent with the First Amendment, the approach taken is secular. There are no prerequisites: the course is open to all qualified students. The course begins with ideas of law in ancient Babylon and then studies the ongoing history of those ideas. The biblical idea that a covenant binds Israel to God, along with its implications for human worth - including the view of woman as person - will be examined. Comparative cultural issues include the reinterpretations of covenant within Christianity and Islam. The course investigates the rabbinic concept of oral law, the use of law to maintain the civil and religious stability of the Jewish people, and the kabbalistic transformation of law. The course concludes with contemporary Jewish thinkers who return to the Bible while seeking to establish a modern system of universal ethics.
Class time: 70% lecture, 30% Discussion
Work load: 100 pages of reading per week, 30 pages of writing per semester, 2 exams, 4 papers, short journals; 2-3 short papers; longer research paper
Grade: 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% journals
Exam format: 50% multiple choice; 50% essay

JwSt 3112 Jewish Mysticism, Magic, and Kabbalah
(Sec 001); Credit will not be granted if credit has been received for: JWST 5112, JWST 5112, RELA 3112, RELA 5112, RELA 5112, RELA 5112; 3 cr; A-F only; meets DELM req of classroom
Instructor: Boustan, Ra'anana
Description: What are "mysticism" and "magic"? What distinguishes Jewish mysticism and magic from other forms of mysticism and magic? And why do Madonna and Rosanne study Kabbalah, anyway? Should you? This course traces the evolution of Jewish mystical thought and practice from the Hebrew Bible to medieval Kabbalah and its modern offshoots. In this survey, we will explore rabbinic approaches to secret knowledge and ecstatic practice; late antique traditions of heavenly ascent and magical power (esp. Heikhalot literature and Sefer ha-Razim); the linguistic mysticism of the Book of Creation (Sefer Yetzirah); the esoteric teachings and practices of the medieval German pietists; the emergence of Kabbalah in France and Spain; the central text of kabbalistic literature, the Zohar (Book of Splendor); and, finally, various early modern and modern outgrowths of the Jewish mystical tradition such as Sabbatianism and Hasidism. Lecture, discussion, and reading will be organized both historically and thematically. We will attempt to define the relationship between the legal and mystical aspects of Judaism, identify the tensions between Jewish mysticism and messianism, read of magical and theurgical techniques, analyze speculation concerning the dynamic inner-life of the divine and the evolution of the doctrine of Sefirot (the divine potencies), explore the erotic dimension of Kabbalah, and study the Graeco-Roman, Islamic, and Christian influences on the Jewish mystical tradition.
Class time: 75% lecture, 25% Discussion
Work load: 75-100 pages of reading per week, 15-20 pages of writing per semester, 1 papers, 2 take-home exams
Grade: 35% written reports/papers, 10% quizzes, 10% class participation, 45% take-home exams
Exam format: essays and textual interpretation

(Sec 001); 3 cr; max crs 15, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Katz, Judith
Description: This class will examine works of poetry, fiction, and drama by contemporary Jewish authors from Europe, the United States, and Israel, which define and re-define the canon of Jewish literature. Our study will include work by Tony Kushner; Franz Kafka; David Grossman; Philip Roth; Judith Katz; Sarah Schulman; Nathan Englander; Jonathan Safran Foer; Grace Paley; Cynthia Ozick; Muriel Rukeyser; and others. We will read this work for story; language; historical, geographical & political context; and thematic content.
Class time: 15% lecture, 85% Discussion
Work load: 50-100 pages of reading per week, 25 pages of writing per semester, 2 papers
Grade: 60% written reports/papers, 35% class participation, 5% attendance

JwSt 3900 Topics in Jewish Studies: The Contemporary Jewish Voice
(Sec 003); 3 cr; max crs 15, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Katz, Judith
Description: This class will examine works of poetry, fiction, and drama by contemporary Jewish authors from Europe, the United States, and Israel, which define and re-define the canon of Jewish literature. Our study will include work by Tony Kushner; Franz Kafka; David Grossman; Philip Roth; Judith Katz; Sarah Schulman; Nathan Englander; Jonathan Safran Foer; Grace Paley; Cynthia Ozick; Muriel Rukeyser; and others. We will read this work for story; language; historical, geographical & political context; and thematic content.
Class time: 15% lecture, 85% Discussion
Work load: 50-100 pages of reading per week, 25 pages of writing per semester, 2 papers
Grade: 60% written reports/papers, 35% class participation, 5% attendance
JwSt 3900 Topics in Jewish Studies: Authenti/Ethni-City: The Constr. of the Urban Jew (Sec 002); 3 cr; max crs 15, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Riegel Jr, Leo William
Description: The course examines the portrayal of Jewish identity as urban identity in literary texts by Jewish authors from Germany, Austria and the United States. As with many stereotypes, the Jew as the quintessential city-dweller is fraught with contradiction and danger. In the rhetoric of nineteenth-century "volkisch" German nationalism, for instance, the "authentic," "natural" space of the country-side stands in contrast to the "inauthentic," "cultural" space of the city. The "Jew" becomes, along with the city, a symbol of a threatening, urban, modernist Other. The conflation of the rural/traditional/authentic and the urban/modern/inauthentic in the construction of national identities is, of course, a more generalized phenomenon and will be discussed as such in the course. Among the authors we will read are Heinrich Heine, Arthur Schnitzler, Joseph Roth, I.B. Singer, Maxim Biller, Bernard Malamud, Saul Bellow, and Philip Roth.
Class time: 15% lecture, 70% Discussion, 15% Student presentations
Work load: 50-150 pages of reading per week, 20 pages of writing per semester, 1 exams, 3 papers, Journal writing
Grade: 10% mid-semester exam(s), 30% written reports/papers, 10% in-class presentations, 30% class participation, 20% Journal writing
Exam format: Essay

JwSt 4001W Final Project, Writing Intensive (Sec 001); 1 cr; A-F only; prereq concurrent enrollment 5xxx, JwSt major, permission of dir of undergrad studies; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Student may contact the instructor or department for information.

JwSt 5013 Biblical Law and Jewish Ethics (Sec 001); Credit will not be granted if credit has been received for: RELA 3013, RELA 3013W, RELA 3013W, RELA 5013, RELA 5013, JWST 3013, JWST 3013W, 3 cr; meets DELM req of classroom
Instructor: Levinson, Bernard M
Description: This course introduces students to the significance of religious law and ethics within Judaism. Law is the single most important part of Jewish history and identity. At the same time, it is also the least understood part of Judaism and has often been the source of criticism and hatred. We shall therefore seek to understand what law means on its own terms and how law has come to represent such a fundamental religious and ethical ideal. The course will focus on the biblical and rabbinic periods but spans the entire history of Judaism. Consistent with the First Amendment, the approach taken is secular. There are no prerequisites: the course is open to all qualified students. The course begins with ideas of law in ancient Babylon and then studies the ongoing history of those ideas. The biblical idea that a covenant binds Israel to God, along with its implications for human worth - including the view of woman as person - will be examined. Comparative cultural issues include the reinterpretations of covenant within Christianity and Islam. The course investigates the rabbinic concept of oral law, the use of law to maintain the civil and religious stability of the Jewish people, and the kabbalistic transformation of law. The course concludes with contemporary Jewish thinkers who return to the Bible while seeking to establish a modern system of universal ethics.
Class time: 70% lecture, 30% Discussion
Work load: 100 pages of reading per week, 30 pages of writing per semester, 2 exams, 4 papers, short journals; 2-3 short papers; longer research paper
Grade: 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% journals
Exam format: 10% mid-semester exam(s), 30% written reports/papers, 10% in-class presentations, 25% class participation

JwSt 5112 Jewish Mysticism, Magic, and Kabbalah (Sec 001); Credit will not be granted if credit has been received for: JWST 3112, JWST 3112, JWST 3112, RELA 5112, RELA 5112, RELA 5112, RELA 5112; 3 cr; A-F only; meets DELM req of classroom
Instructor: Boustan, Ra'anan
Description: What are "mysticism" and "magic"? What distinguishes Jewish mysticism and magic from other forms of mysticism and magic? And why do Madonna and Rosanne study Kabbalah, anyway? Should you? This course traces the evolution of Jewish mystical thought and practice from the Hebrew Bible to medieval Kabbalah and its modern offshoots. In this survey, we will explore rabbinic approaches to secret knowledge and ecstatic practice; late antique traditions of heavenly ascent and magical power (esp. Heikhalot literature and Sefer ha-Razim); the linguistic mysticism of the Book of Creation (Sefer Yetzirah); the esoteric teachings and practices of the medieval German pietists; the emergence of Kabbalah in France and Spain; the central text of kabbalistic literature, the Zohar (Book of Splendor); and, finally, various early modern and modern outgrowths of the Jewish mystical tradition such as Sabbatianism and Hasidism. Lecture, discussion, and reading will be organized both historically and thematically. We will attempt to define the relationship between the legal and mystical aspects of Judaism, identify the tensions between Jewish mysticism and messianism, read of magical and theurgical techniques, analyze speculation concerning the dynamic inner-life of the divine and the evolution of the doctrine of Shefatot (the divine potencies), explore the erotic dimension of Kabbalah, and study the Graeco-Roman, Islamic, and Christian influences on the Jewish mystical tradition.
Class time: 80% lecture, 20% Discussion
Work load: 75-100 pages of reading per week, 15-20 pages of writing per semester, 1 papers, 2 take-home exams
Grade: 35% written reports/papers, 10% quizzes, 10% class participation, 45% take-home exams
Exam format: take-home exams
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 1993 Directed Study in Kinesiology  
(Sec 001); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq instr consent; meets DELM req of classroom  
Instructor: Pickert, Robert Richard  
Description: For the non-professional student who wishes to study a topic or problem under tutorial guidance.

Kin 3001 Lifetime Fitness and Health  
(Sec 001); 3 cr; A-F only; meets CLE req of Social Science Core; meets DELM req of classroom  
Instructor: Ingraham, Stacy Jean  
Description: This class addresses current health and wellness issues at the individual, local and global levels. The components of wellness involve; physical, social, emotional, intellectual, spiritual, environmental and financial health. The goal of the class is to develop strategies that improve quality of life throughout life expectancy. This is an interactive class through lecture. The target audience for this class is students desiring a healthy and productive life.  
Class time: 80% lecture, 5% Closed Circuit TV, 15% Discussion  
Work load: 10 pages of reading per week, 6 pages of writing per semester, 2 exams, 2 papers, self assessment labs  
Grade: 14% mid-semester exam(s), 14% final exam, 17% written reports/papers, 18% special projects, 7% quizzes, 7% class participation, 23% lab work  
Exam format: Multiple choice  
Course URL: http://webct.umn.edu

Kin 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 3105 W Psychology and Sociology of Sport  
(Sec 001, 002); 3 cr; A-F only; prereq Kin major; meets CLE req of classroom  
Instructor: STAFF  
Description: An introduction to the foundations of sport and exercise psychology and sociology, which examines people and their behaviors within sport contexts from both a group and individual perspective.

Kin 3131W History and Philosophy of Sport  
(Sec 001, 002); 3 cr; A-F only; 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 involve subjects such as social and political philosophy (nationalism, feminism), ethics (drug use), aesthetics (is sport art), and traditional and modern sport (examples, definitions, comparisons and contrasts). We learn about the origins of sport, how it has moved around the world, the impact of the industrial revolution, and significant developments and influences in its modern practice. We explore large issues that have intersected with sport—women, Blacks, the fitness movement, the Olympics, the Cold War, culture, muscular Christianity. We learn about famous events and people along the way, as well as examining events on video from a critically historical and philosophical perspective. Class is not difficult, but there is a great wealth of information that requires many hours of work to grasp. I pose the questions, in the grand scheme of the universe, this country, and your life, what does sport matter? and also, what does it mean to think historically? and philosophically? Class is required and reserved for majors but non majors are welcome provided there is space open.

Class time: 5% lecture, 85% 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 3143 Organization and Management of Sport  
(Sec 001, 003); Credit will not be granted if credit has been received for: SPST 3143; 3 cr; A-F only; prereq Kin major or instr consent; meets DELM req of classroom  
Instructor: Dane, Emily A  
Description: This course is designed to give future sport professionals the fundamental framework to understand the sport industry and their place in it. Management concepts and techniques as demonstrated in educational, private, and public sectors will be explored and explained. Emphasis will be placed on personal development and understanding so that individuals are better prepared to become 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 3168 Soccer Coaching  
(Sec 001); 1 cr; meets DELM req of classroom  
Instructor: STAFF  
Description: Fundamental approaches used in the science of coaching soccer. Emphasis on teaching and coaching of technique, team organization and management, development of training schedules, and rules and strategies related to the game.

Kin 3169 Volleyball Coaching  
(Sec 001); 1 cr; prereq Good understanding of volleyball; meets DELM req of classroom  
Instructor: STAFF
Description: Motivation, team building, communication, game strategies, philosophy. Lecture, discussion, practical application.

Kin 3696 Supervised Practical Experience (Sec 001); 1-10 cr; max crs 10, 10 repeats allowed; S-N only; prereq instr consent; meets DELM req of classroom
Instructor: Pickert, Robert Richard
Description: Supervised practical experience on the job in the fields of sport and exercise under a specialist in a particular area of study. Grading is S/N only, based on: 1) completed journal or log, 2) completed hours signed off by your mentor, and 3) completed evaluation form sent back by the specialist. 10 maximum credits; each credit equals to 40 working intern hours. Undergraduates--seniors in Kinesiology.

Kin 3993 Directed Study in Kinesiology (Sec 011); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Leon, Arthur S!!Henry L Taylor Prof in Hlth!!
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology (Sec 013); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Pickert, Robert Richard
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology (Sec 015); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Serfass, Robert C
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology (Sec 016); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Smith, Thomas J
Description: Directed study in a selected area agreed to by student and instructor, with an emphasis on the areas of human factors/ergonomics, motor performance and behavior, and kinesiology of human systems.
Class time: 100% Discussion
Work load: depends on directed study area
Grade: 100% special projects
Exam format: no exams

Kin 3993 Directed Study in Kinesiology (Sec 017); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Spletzer, Elizabeth A
Description: Student selected and instructor approved clinical or research experience linked to a school-related, most likely physical education, issue or topic. Specific details will need to be discussed with the instructor and mutually agreed upon protocols and expectations will be put in written form for both the student and the instructor. Forty-five hours of work for each credit at the undergraduate level.
Class time: Work load: 45 hrs/credit.
Grade: 100% written reports/papers, 0% 45hrs/credit.

Kin 3993 Directed Study in Kinesiology (Sec 019); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: Wade, Michael G
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology (Sec 021); 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.

This information is accurate as of: 10/27/2005 at 2:13 PM
Kin 4385 Exercise Physiology
(Sec 001); 4 cr; A-F only; prereq [3385 or equiv], Kin major) or inst consent; meets DELM req of classroom
Instructor: Dongel, Donald Robert
Description: Information and learning experiences will be presented that cover specific areas within the discipline of Exercise Physiology. This course is designed for the advanced undergraduate student in Kinesiology, as well as advanced students in such complementary areas as public health, nutrition, physiology, biology, biochemistry, or any sport-related areas. It creates a great opportunity to combine the study of biological, biochemistry, physics, and physiology with the study of health, fitness, wellness, human performance, and sport. Emphasis is placed on basic human physiological systems and the responses of those systems to the challenge of physical activity: from moderate to extreme intensities. The biochemical bases of these responses will be presented. Historical, psychological, sociological, and philosophical implications of these topics will be integrated into many of the lecture/discussions. In addition to lecture information, students will be provided a "hands on", small group laboratory experience that is carefully orchestrated to track lecture material and presentations.

Kin 5104 Physical Activities for Persons with Disabilities
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Leitschuh, Carol A.
Description: Different approaches to providing physical education service and related movement interventions for persons with disabilities. Topics: movement skill progressions, unique considerations for specific disability categories, and sport for persons with disabilities.

Kin 5122 Applied Exercise Physiology
(Sec 001); 3 cr; A-F only; prereq 4385 or equiv or inst consent; meets DELM req of classroom
Instructor: STAFF

Kin 5136 Psychology of Coaching
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Ruiz, Matthew D.
Description: This class is designed to introduce the student to psychology of coaching by providing an overview of the major areas of the discipline; to increase the student’s understanding of how psychological factors influence participation and performance in sport from the standpoint of the coach; to help the student acquire sport psychology skills that can be applied as an athlete, coach, teacher, official, or other practitioner working in sport and management settings; to provide the student with the opportunity to demonstrate critical writing and thinking skills; to provide information on establishing a learning and social environment that enhances the effectiveness of coaches and maximizes the skill and personal growth of athletes (e.g., leadership, motivation, communication); to introduce techniques for developing and refining psychological skills to enhance athletic performance and personal growth (e.g., goal setting, imagery, relaxation skills). This is an applied class for graduate level students who are currently coaches, or intend to be coaches, of individual and/or team sports.
Class time: 15% lecture, 85% Discussion
Work load: 35-50 pages of reading per week, 50-75 pages of writing per semester, 15 papers
Grade: 80% written reports/papers, 20% class participation

Kin 5196 Practicum: Developmental/Adaptive Physical Education
(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; S-N only; prereq 5103 or concurrent enrollment 5103 or 5104 or concurrent enrollment 5104 or inst consent; KIN undergraduate pre-teaching with sr status are limited to 2 practicum hrs; meets DELM req of classroom
Instructor: Leitschuh, Carol A.
Description: This practicum course includes participation in the public school system of physical education instruction for students with disabilities; includes a seminar component for discussion of current issues in developmental adapted physical education and exchange of ideas and problems.

Kin 5375 Competitive Sport for Children and Youth
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Wiese-Bjornstal PhD, Diane Marie
Description: A number of cognitive, behavioral, and biological developmental factors having important implications for competitive sport participants from early childhood through high school age are examined. These factors include the historical, ethical, psychological, social, sports medicine and physiological dimensions of youth sport participation. Current issues affecting youth sport participants are also examined. Emphasis is placed on gaining knowledge about sport science data and research on young athletes and applying this knowledge to practical situations in youth sport. The target audience for this course includes current and prospective youth sport coaches and program administrators, physical education teachers, and parents of young athletes. This course is web enhanced.
Class time: 50% lecture, 25% Discussion, 25% Small Group Activities, Video Clips, Guest Speakers
Work load: 25 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, Oral Presentations, Class Participation Activities
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 20% in-class presentations, 10% class participation
Exam format: Essay

Kin 5385 Exercise for Disease Prevention and Management
(Sec 001); 3 cr; A-F only; prereq Undergrad [physiology or biology]; meets DELM req of classroom
Instructor: Leon, Arthur S !!!Henry L Taylor Prof in Hlth!!
Description: Exercise testing and prescription with modifications required because of special considerations associated with aging, gender differences, environmental conditions, and the presence of medical conditions.
Class time: 90% lecture, 5% Discussion, 5% Laboratory
Work load: 30 pages of reading per week. 2 exams, 1 papers
Grade: 40% mid-semester exam(s), 40% final exam, 20% written reports/papers

Kin 5697 Student Teaching: Coaching
(Sec 001); 1-10 cr; max crs 10. 5 repeats allowed; S-N only; prereq admission to coaching program, inst 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 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, inst consent; meets DELM req of classroom
Instructor: Dongel, 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 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 C  
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 017); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom  
Instructor: Spletzer, Elizabeth A  
Description: Graduate level readings related to an agreed upon topic between student and instructor. Final format for presentation and overall expectations will be mutually agreed upon in written form by the instructor and student. Designed for graduate level KIN students. The instructor's expertise is in areas related to the teaching of physical education. One credit equals 45 hours of work.  
Class time: 100% Library research and final student project  
Grade: 100% Final project

Kin 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: Stoffregen, Thomas  
Description: Independent study under tutorial guidance.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 004); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad 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 011); 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: Leon, Arthur S !!!Henry L Taylor Prof in Hlth!!  
Description: Independent study under tutorial guidance.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 008); 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  
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: Konczak, Juergen  
Description: Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 015); 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: Serfass, Robert C  
Description: Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology  
(Sec 013); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad 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 019); 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: Stoffregen, Thomas  
Description: Independent study under tutorial guidance.
Kor 1012 Beginning Korean
(Sec 016); 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: 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

Kor 5995 Research Problems in Applied Kinesiology
(Sec 017); 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: Spletzer, Elizabeth A
Description: Graduate level focus on selected topics in physical education. Focus and design are mutually agreed upon and require instructor approval. With this particular instructor, the school based action research project that is part of the Initial Teacher Licensure Program in K-12 Physical Education.
Class time:
Work load: 1 papers
Grade: 100% written reports/papers, 0% following specified guidelines

Kor 5995 Research Problems in Applied Kinesiology
(Sec 019); 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: Stoffregen, Thomas
Description: Research problems and readings on a selected topic in Kinesiology.

Kor 5995 Research Problems in Applied Kinesiology
(Sec 021); 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: Wade, Michael G
Description: Research problems and readings on a selected topic in Kinesiology.

Kor 5995 Research Problems in Applied Kinesiology
(Sec 025); 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: Wiese-Bjornstad PhD, Diane Marie
Description: Research problems and readings on a selected topic in Kinesiology.

LA 1202 Making the Mississippi
(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
Instructor: Nunnally, Patrick
Description: "Making the Mississippi" examines how the Mississippi River has been shaped and re-shaped as a human landscape for the past two hundred years or so. The course focuses on community redevelopment projects as case studies of public engagement in urban design. Students will gain first-hand knowledge of a number of Mississippi-River related projects currently underway in the Twin Cities region and will develop models for increased public participation by particular communities. This course will use WebCT.
Class time: 65% lecture, 35% Discussion
Work load: 20-30 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 2 field exercise reports
Grade: 40% mid-semester exam(s), 20% final exam, 40% special projects, 0% homework
Exam format: short answer

LA 3204 Landscape Ecology
(Sec 001); 3 cr; A-F only; prereq EEB 3001 or equiv; meets DELM req of classroom
Instructor: STAFF
Description: This is an introductory course for freshman, sophomore, and junior landscape architecture and environmental studies students. The course uses a question-based framework to develop a better understanding about how ecological concepts and principles inform landscape planning, design, and management. Students will have the opportunity to conduct a series of action research projects that are part of the Initial Teacher Licensure Program in K-12 Physical Education.
LA 3413 Introduction to Landscape Architectural History
(Sec 001-009); 3 cr; A-F only; prereq One course in history at 1xxx or higher; meets DELM req of classroom
Instructor: STAFF
Description: Study of landscape architecture's roots by examining the creation of landscapes over time. Areas of emphasis include ecological and environmental issues; and the political, economic, and social contexts of landscape architectural works.

LA 5400 Topics in Landscape Architecture
(Sec 001-009); 1-3 cr; max crs 12, 12 repeats allowed; A-F only; prereq B.E.D. accelerated status or LA grad or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Contemporary issues in Landscape Architecture

LA 5402 Directed Studies in Landscape Architecture History and Theory
(Sec 001-009); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Advanced independent studies in areas of Landscape Architecture dealing with history and theory of student's choice.

LA 5403 Directed Studies in Landscape Architecture Technology
(Sec 001-009); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Advanced independent studies in areas of Landscape Architecture with technology of the student's choice.

LA 5404 Directed Studies in Landscape Architecture Design
(Sec 001-009); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Advanced independent studies in areas of Landscape Architecture design of the student's choice.

LA 5405 Interdisciplinary Studies in Landscape Architecture
(Sec 001-009); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Research, planning, and/or design projects. Topics may include energy efficient design, ecological dimension of design, historic preservation, downtown revitalization, agricultural land use, computerized land use planning, transportation and infrastructure housing.

LA 5406 Urban Design Journal
(Sec 001-009); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark; meets DELM req of classroom
Instructor: STAFF
Description: Methods and Theories in Urban Design and Human Behavior. Students develop journal as tool for experiencing, analyzing, and recording the urban landscape, its fabric, spatial elements, and individual components, and for analyzing and recording design solutions.

LA 5407 Landscape Architecture Studio
(Sec 001-009); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark; meets DELM req of classroom
Instructor: STAFF
Description: Individual and small-group projects focusing on urban issues, design process in Danish conditions, solutions based on knowledge of Danish problems in landscape and urban design and an understanding of how these problems are solved within Danish and European contexts.

LA 5408 Landscape Architecture, Architecture, and Planning
(Sec 001-009); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark; meets DELM req of classroom
Instructor: STAFF
Description: Methods and theories in urban design and human behavior. Students develop urban design journal as tool for experiencing, analyzing, and recording the urban landscapes, its fabric, spatial elements, and individual components, and for analyzing design solutions.

LA 5413 Introduction to Landscape Architectural History
(Sec 001); 3 cr; A-F only; prereq One course in history at 1xxx or higher; meets CLE req of International Perspective Theme; meets DELM req of classroom
Instructor: STAFF
Description: Introductory course examines the multiple roots of landscape architecture by examining the making of types of landscapes over time. Emphasis on ecological and environmental issues, and issues related to political, economic, and social contexts of landscape architectural works.

Latin
330 Folwell Hall: 612/625-5353

Lat 1002 Beginning Latin II
(Sec 001-007); 5 cr; prereq Grade of at least C- or S in 1001 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Latin, the language of the ancient Romans, has served as a means of communication for well over two thousand years. It is not only the chief language of one of the world's major civilizations, but also an international language for centuries after Rome's fall, the ancestor of the Romance languages, and an important influence on English. The aim of Beginning Latin is to prepare you to read unadapted Latin texts by providing a solid grounding in grammar and vocabulary along with oral and written practice. With this foundation you will be able to read a wide range of ancient, medieval, and Renaissance authors. In addition, Latin 1002 will help strengthen your grasp of English grammar and vocabulary. The prerequisite for this course is completion of Latin 1001 with a grade of C- or higher (or S) or instructor consent.
Class time: 50% lecture, 50% Discussion
Work load: written homework, frequent quizzes, 3-4 exams
Exam format: translation, grammar

Lat 3300 Intermediate Latin Poetry
(Sec 001-004); 4 cr; prereq Grade of at least C- or S in 3113 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Readings in Latin poetry for students who have had at least three semesters of Latin; introduction to Latin meter. Readings for spring 2005 are drawn from the poems of Catullus and Ovid. (Course may be repeated for credit when topics vary.) Prerequisite: completion of Latin 3113 with a grade of C- or higher (or S) or instructor consent.
Class time: 25% lecture, 25% Discussion, 50% Translation/comment by students

This information is accurate as of: 10/27/2005 at 2:13 PM
LAS 3402W Modern Latin America 1825 to Present
(Sec 001); Credit will not be granted if credit has been received for: HIST 3402, LAS 3402, HIST 3402. LAS 3402, HIST 3402W, LAS 3402W, HIST 3402W, LAS 3402W, HIST 3402W; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Pilcher, Jeffrey Michael
Description: This course surveys the social, cultural, economic, and political transformation of Latin America from the formation of new republics to the present. Broad processes and comparisons are emphasized, including: the formation of nations and national cultures, the struggles for social reform, the destruction of slavery and peonage, the changing roles of women and men, the origins and trajectories of revolutionary movements, the influence of demographic change and urbanization, and the influence of industrialization and world capitalism. The history of U.S. relations with Latin America is examined from a Latin American perspective.
Class time: 70% lecture, 30% Discussion
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers
Grade: 10% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% class participation, 10% informal writing assignments
Exam format: essay

Latin American Studies
214 Social Sciences Tower: 612/624-9007

Liberal Studies
170 Westbrook Hall: 612/626-8724

LS 5100 Liberal Studies Seminar: Leadership and Change
(Sec 010); 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Crosby, Barbara C
Description: Leadership and Change in an Innovation Society - Change is often built into definitions of leadership, and certainly many scholars and practitioners have written about how leaders can foster change in their organizations or communities. As the U.S. and other countries move more fully into the "innovation economy," understanding the links between leadership and change take on increased urgency. Leaders will need conceptual tools and practical skills to promote innovative organizations that thrive in and contribute to an innovative society. Examine models of change and leadership, and investigate how leaders can promote personal, organizational, and society change.

LS 5100 Liberal Studies Seminar: Baby Boomers Confront the Innovation Society
(Sec 011); 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent; meets DELM req of classroom
Instructor: Hankins, Arthur M !!!CCE Distinguished Tchg Award!!
Description: Baby Boomers Confront the Innovation Society - Based upon generational futures research and development, focus on the futures of baby boomers --arguably the best-educated older workforce on the planet -- as innovative citizens. Some boomer characteristics to be examined include: integrative and divergent thinking; converting opportunities to problems, and vice versa; being able to play multiple roles; being creative, inventive, and innovative; working successfully with both people and software; being both individuals and team players; and creating much or all of their own work. Through literature, case studies, and participant scenarios, explore the boomer as personal, organizational, and institutional innovators.
Ling 3001 Introduction to Linguistics
(Sec 001); Credit will not be granted if credit has been received for: LING 3001, LING 3001H, LING 3001H, LING 5001, 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 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

Ling 3601 Historical Linguistics
(Sec 001); Credit will not be granted if credit has been received for: LING 5601, LING 5601; 3 cr; prereq 3001 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Languages change. How they do, why they do, and what we can learn form studying these changes are the central topics of this course. There will be weekly reading and assignments from the text, R.L. Trask's Historical Linguistics. By the end of the course you will not only know major tendencies of phonological, semantic, lexical, morphological, and syntactic change and some explanations for them, you will also understand some of the specifics of the history of English back to Proto-Indo-European.
Class time: 50% lecture, 30% Discussion, 20% small group work and student presentations
Work load: 30 pages of reading per week, 2 exams, in-class quizzes and homework assignments
Grade: 20% mid-semester exam(s), 40% final exam, 15% quizzes, 5% in-class presentations, 5% class participation, 15% problem solving

Ling 4901W Senior Project
(Sec 001); 1 cr; S-N only; prereq Ling major, instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Independent research and writing of senior paper. This may be an expansion and revision of a previously written course paper, or may be an entirely new project. Details are worked out in consultation with a faculty supervisor whose interests and expertise best match the student's project. Supervisor should be determined before the start of the semester if possible, or within the first week to allow maximum time for consultation and work on the paper. Target audience: Senior linguistics majors.
Class time: 100% independent research and writing.
Work load: Varies with project
Grade: 100% written reports/papers
Exam format: None

Ling 5201 Syntax I
(Sec 001); 3 cr; prereq 3001 or 3001H or 5001 or instr consent; meets DELM req of classroom
Instructor: Soh, Hooi Ling
Description: This course is an introduction to the structure of sentences. We will consider how words are organized into phrases and sentences. We will explore how languages may differ in the way words are put together to form sentences and how they are the same. We will consider what the similarities and differences reveal about the human mind. The course will be conducted through lectures and discussions. Course requirements include regular assignments, a mid-term and a final. Target audience is undergraduate and graduate students in linguistics and related disciplines.
Class time: 75% lecture, 25% Discussion
Work load: 20 pages of reading per week, 2 exams, 7 assignments/problem sets
Grade: 30% mid-semster exam(s), 40% final exam, 30% problem solving
Exam format: short answer

Ling 5205 Semantics
(Sec 001); 3 cr; prereq 5201 or instr consent; meets DELM req of classroom
Instructor: Kac, Michael B
Description: This course is an introduction to formal techniques of semantic analysis. Although this is not a course in logic, many of the key concepts in formal semantics originate in logic and grow out of an attempt to clarify them and give them a rigorous formulation as they apply to "formalized languages". that is, languages specially designed for purposes of logical analysis. There is now an ongoing cross-disciplinary project involving investigators from linguistics, philosophy, computer science and other fields seeking to apply similar methods to the analysis of natural language; the course presents some of the seminal results of this project.
Class time: 100% lecture
Work load: 15 pages of reading per week
Grade: 33% final exam, 67% problem solving
Exam format: Essay

Ling 5302 Phonology I
(Sec 001); 3 cr; prereq 5301; meets DELM req of classroom
Instructor: Karvonen, Daniel !!Outstanding Service Award!!
Description: This course is an introduction to phonology, which is the study of how sounds are organized and pattern in human languages. Have you ever wondered why the plural of some words in English is -s while for others it's -es? Why is it that in Spanish, a language related to English which also has -s as a plural, -es is used in cases where English uses just -s (English: paper~papers, Spanish: papel~papeles)? This course will introduce you to the core concepts in phonological theory and analysis, including distinctive feature theory, syllable theory, rule formulation and interactions, nonlinear phonology, and constraint-based phonology. This will be accomplished by analyzing data from a wide variety of languages, with students working on problem sets and presenting their solutions both in written form and in discussion in
class. The course has two primary aims. First, it will give you a solid foundation in phonological theory and phonological problem solving in order to do advanced work in phonology or other fields in linguistics; and second, it will develop and refine your skills at analyzing data and presenting a convincing and well-argued written solution to a problem set, a skill that is useful in many fields.

Class time: 75% lecture, 25% Discussion
Work load: 5 pages of reading per week, 30 pages of writing per semester, 2 exams, 8 assignments/problem sets
Grade: 15% mid-semester exam(s), 15% final exam, 48% written reports/papers, 22% class participation
Exam format: essay, short answer

Ling 5931 Morphology and Syntax of Contemporary English
(Sec 001); 3 cr; prereq 3001 or 3001H or 5001 or instr consent; meets DELM req of classroom
Instructor: Downing, Bruce T
Description: This course will offer a step-by-step introduction to the structure of English words and sentences and how one argues for particular analyses. We will make use of grammatical theory, but the focus will be on analyzing and understanding the structural properties of contemporary English. The course will emphasize authentic data for analysis, including spoken and written vernacular styles and dialects of English spoken anywhere in the world. Class sessions will involve both presentations (lectures) with class discussion and group work on data analysis. Electronic text-analysis tools will be used to examine large corpora (texts) of various sorts. Course requirements will include regular in-class and homework exercises, a midterm and a final exam, and a research paper (10 to 15 pages in length) due on the last day of class. For the paper, each student will conduct research on a selected aspect of contemporary English grammar. These projects will generally involve data collection and analysis and will be reported on orally as well as in the written paper.

Class time: 50% lecture, 50% Discussion
Work load: 20 pages of reading per week, 20-25 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 20% final exam, 25% written reports/papers, 5% in-class presentations, 10% class participation, 20% problem solving
Exam format: short answer, data analysis, essay

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/yr 3) First industrial work assignment in MatS co-op program. Application of Materials Science principles to the solution of engineering design problems in an industrial work environment. Evaluation based on formal written report emphasizing design issues derived from work assignment.

Class time: 100% On-the-job training
Grade: 100% written reports/papers

MatS 4511W Corrosion and Electrochemistry of Corrosion
(Sec 001); 4 cr; prereq MatS 3011 or instr consent, upper div IT or grad; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Shores, David A
Description: This course introduces some basic electrochemical concepts then describes several different types of conversion from both a theoretical and a practical perspective. It is intended to enable the student to identify and resolve corrosion issues in the workplace. I.T. seniors and graduate students with some background in chemistry are welcome.

Class time: 66% lecture, 34% Laboratory
Work load: 30 pages of reading per week, 80 pages of writing per semester, 3-4 exams, lab reports
Grade: 30% final exam, 25% quizzes, 30% lab work, 15% problem solving
Exam format: problem solving

MatS 4591 Independent Study in Materials Science
(Sec 001); 1-3 cr; max crs 12, 12 repeats allowed; prereq Upper div mat sci; meets DELM req of classroom
Instructor: STAFF
Description: Library, theoretical, laboratory, or design studies of scientific or engineering topics in materials science for an individual student. Course content and credits by arrangement with faculty supervisor. Design credits available if arranged with supervisor. May be used for Upper Division Honors Program experience if arranged with advisor and Honors advisor.

MatS 4593 Directed Study in Materials Science
(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq upper div MatS; meets DELM req of classroom; meets HON req of Honors
Instructor: STAFF
Description: Directed study under faculty supervision. Student should meet with faculty supervisor before registering to arrange study project, grading option, credits, and final report requirements.

MatS 4594 Directed Research in Materials Science
(Sec 001); 1-3 cr; max crs 12, 12 repeats allowed; prereq Upper div mat sci; meets DELM req of classroom
Instructor: STAFF
Description: Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to arrange research project, credits, grading option, and final report requirements.

Math 1001 Excursions in Mathematics
(Sec 010); 3 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom
Instructor: STAFF
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.
Math 1031 College Algebra and Probability
(Sec 005, 010, 020, 030, 040, 050); 3 cr; prereq 3 yrs high school math or grade of at least C- in GC 0731; Credit will not be granted if credit has been received for: 1051, 1151, 1155; credit will not be granted if credit received for: 1051, 1155; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom
Instructor: STAFF
Description: Overview: Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas, composition, inverses of functions; transformations of graphs; linear, quadratic models; polynomials; exponential; logarithms; counting; probability. Audience: Business majors wanting to take Math 1142 and elementary majors wanting to take Math 3113. Also works as prerequisite for Math 1151. Satisfies the CLE Mathematical Thinking requirement.

Math 1038 College Algebra and Probability Submodule
(Sec 001); 1 cr; A-F only; prereq 1051 or 1151 or 1155; meets DELM req of classroom
Instructor: STAFF
Description: Intended for students who have already had the equivalent of Math 1051 and need the Probability and Counting component of Math 1031. Students take the first part of Math 1031, and their grade is based on their performance up to the first midterm exam. Contact the department to get a permission number into this class. Students will register to Math 1038 but attend a section of Math 1031. Students should choose a section of Math 1031 they wish to attend before contacting the department.

Math 1051 Precalculus I
(Sec 003, 010); 3 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; Credit will not be granted if credit 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: 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 1031 is preferred.

Math 1142 Short Calculus
(Sec 004, 010, 020, 030); 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 003, 010, 020); 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 zeros of polynomials; polar coordinates; DeMoivre's Theorem; conic sections; solutions of linear systems by substitution and elimination; systems of nonlinear equations and systems of inequalities; arithmetic sequences and geometric series. Audience: Students from Math 1051 or Math 1031 and those that need a little refresher course before going on to calculus, often because of the trig. Satisfies the prerequisite for Math 1271 or Math 1371 and also satisfies the CLE Mathematical Thinking requirement.

Math 1155 Intensive Precalculus
(Sec 010); 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; exponential and logarithmic functions. Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities; real and complex zeros 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 005, 010, 020, 030, 040, 050); 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 005, 010, 030, 040); Credit will not be granted if credit has
Math 1572H Honors Calculus II
(Sec 010); 4 cr; max crs 5, 1 repeat allowed; prereq Grade of at least C- in 1571, IT Honors Office approval; parts of this sequence may be taken for cr by students who have taken non-honors calc classes; meets DELM req of classroom; meets HON req of Honors
Instructor: Miller, Willard
Description: This is the second semester of an honors course meant for students of science and engineering. The emphasis will be on problem solving, that is, in using calculus to solve or find approximate solutions to problems that arise in the other sciences and engineering as well as mathematics itself. This is not a theoretical course but I expect you to have an "inquiring mind" and not to accept my assertions on faith alone. Thus I will always try to make it evident why something is true. The goal of this course is to provide you with sufficient understanding and facility so that calculus becomes a basic (practical) tool that you employ in your investigation into any of the pure and applied sciences. Course Content: Methods of integration, Applications of integration, Indeterminate forms and improper integrals, Infinite series, Power series, Vector calculus, Partial derivatives, Gradients, Directional derivatives, Lagrange multipliers, Applications to celestial mechanics, Selected topics in multivariable calculus Most of this material will be taken from Chapters 10 - 19 of the text, with topics from Chapters 20 and 21 as time allows. I will also include some material in the lectures that is not in the book, particularly applications to celestial mechanics (satellite and planetary orbits, etc.) and to qualitative analysis of physical and biological dynamical systems governed by differential equations (stable and unstable equilibria, control).
Class time: 60% lecture, 40% Discussion
Work load: 10 pages of reading per week, 4 exams, 1 papers
Grade: 42% mid-semester exam(s), 35% final exam, 5% special projects, 9% quizzes, 9% problem solving
Exam format: problem solving essay
Course URL: http://www.ima.umn.edu/~Emiller/1572HindexSpring06.html

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 2373 or 2374]; meets DELM req of classroom
Instructor: STAFF
Description: Math 2283 is intended as a gentle introduction to the type of mathematical reasoning that is used in more advanced mathematics courses. It is recommended that students have the equivalent of at least three semesters of calculus before taking this course. Topics covered include: Truth tables; Universal and existential quantification. Mathematical induction, Completeness of the real numbers, Sequences, Series, Taylor series, Power series solutions of differential equations.

Math 3113 Topics in Elementary Mathematics I
(Sec 001, 002); 4 cr; 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 4606 Advanced Calculus
(Sec 001); 4 cr; prereq [2263 or 2374 or 2573], [2283 or 2574 or 3283 or instr consent]; meets DELM req of classroom
Instructor: STAFF
Description: This course for which single and multivariable differentiable calculus are prerequisites, treats these topics in more depth than they are treated in the prerequisites courses. This depth has both a calculational aspect (for instance, in studying the gamma function) and a theoretical aspect (for instance, when proving that continuous functions and certain discontinuous functions have integrals). The course is designed to serve two types of students: undergraduate juniors and seniors, primarily mathematics majors, and graduate students from outside mathematics. Such graduate students should confirm that their program accepts this 4xxx-level course for graduate-status credit. Math 4606 is not designed to prepare students for 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

Math 5166 Mathematical Logic II
(Sec 001); 4 cr; prereq 5165; meets DELM req of classroom
Instructor: Richter, Wayne H
Description: Math 5166 is part of a year course in Mathematical Logic. It is a continuation of Math 5165. Topics covered include a study of algorithms and first-order logic. However, since the course is a direct continuation of Math 5165 it is not recommended that students take this course without first taking Math 5165.

Math 5336 Geometry II
(Sec 001); 4 cr; prereq 5335; meets DELM req of classroom
Instructor: Fristedt, Bert E!!Morse Alumni Award!!
Description: The major topics are: (i) projective geometry & (ii) n-dimensional Euclidean geometry from a vector viewpoint, with special attention to the 3-dimensional case. The geometry prerequisite is essential, typically Math 5335. But the quarter course Math 5331 taken in either Summer ’99 for Fall ’98 is a fully satisfactory prerequisite. Students who are wondering if some other background would suffice as a prerequisite should talk to the Math 5336 teacher before registering. The course is intended for undergraduates and masters students in mathematics, especially those interested in secondary mathematics teaching, & others with this interest, & also undergraduate and graduate students in many fields who are interested in the interconnections between geometry and linear algebra.
Class time: 85% lecture, 15% Discussion
Work load: 30 pages of reading per week, 4 exams, 10 problem solving assignments.
Grade: 55% mid-semester exam(s), 25% final exam, 17% problem solving
Exam format: Problem-solving and proofs, both of which often require essay-type responses.

Math 5467 Introduction to the Mathematics of Wavelets
(Sec 001); 4 cr; prereq [2243 or 2373 or 2573], [2283 or 2574 or 3283 or instr consent]; [[2263 or 2374], 4567] recommended; meets DELM req of classroom
Instructor: Miller, Willard
Description: Material covered in course: Inner product spaces, Fourier series and transforms, background theory/experience in wavelets and signal processing, multi-scale analysis, discrete wavelets, self-similarity. Computing techniques. We will start at the beginning and cover the basics thoroughly. All of the later topics will be treated in some form. We will make use of the Wavelets Toolbox in MATLAB for classroom demonstrations and some of the homework. Filter banks from signal processing will be used to motivate the theory, and there will be application to image processing, if time permits. This is an interdisciplinary course, with a strong math core, meant for students in mathematics, science and engineering. No text. The lecture notes and supplemental material will be available on the course web site.
Class time: 80% lecture, 10% Discussion, 10% Web based demonstrations
Work load: 25 pages of reading per week, 3 exams, Seven homework assignments
Grade: 40% final exam, 20% problem solving, 40% Two mid-semester exams
Exam format: Problem solving essay
Course URL: http://www.ima.umn.edu/~miller/Math5467S04.html

Math 5616 Honors: Introduction to Analysis II
(Sec 001); 4 cr; prereq 5615; meets DELM req of classroom; meets HON req of Honors
Instructor: Jodeit Jr, Max A
Description: Please look at my Web page, which has links to similar course or past versions. http://www.math.umn.edu/~jodeit.

Math 5651 Basic Theory of Probability and Statistics
(Sec 002); Credit will not be granted if credit has been received for: STAT 4101, STAT 4101, STAT 5101, STAT 5101, STAT 5101, MATH 4653; 4 cr; prereq [2263 or 2374 or 2573], [2243 or 2373]; [2283 or 2574 or 3283] recommended; meets DELM req of classroom
Instructor: Mc Gehee, Richard P
Description: Math 5651 is a one semester course covering fundamentals of probability theory, independence, conditional probability, random variables and distributions, expectation, variance, covariance, correlation, and special distributions.
Class time: 100% lecture
Work load: 3 exams, 6 hours of homework weekly
Grade: 40% mid-semester exam(s), 40% final exam, 20% problem solving
Exam format: free response
Course URL: http://www.math.umn.edu/~mcgehee/teaching/Math5651/

Math 5654 Prediction and Filtering
(Sec 001); 4 cr; prereq 5651 or Stat 5101; meets DELM req of classroom
Instructor: Krylov, Nicolai Vladimir
Class time: 100% lecture
Work load: 3 exams, 7 homework assignments
Grade: 33% mid-semester exam(s), 34% final exam, 33% problem solving
Exam format: 2 hour exam
Course URL: http://www.math.umn.edu/~krylov

Mathematics Education
145 Peik Hall: 612/625-6372

MthE 5101 Teaching Elementary School Mathematics
(Sec 001); 3 cr; prereq Tchg license or student elem ed MEd or special ed or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Modern trends, methods, and materials used to convey mathematical ideas.

MthE 5366 Technology-Assisted Mathematics Instruction
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Wyberg, Terrence R
Description: Technology— including computers, programmable and graphing calculators, and video—as instructional tools in mathematics; design and evaluation of technology-based mathematics lessons; the
effect of technology on the mathematics curriculum; managing the technology-enriched classroom.

**MthE 5993 Directed Studies in Mathematics Education**  
(Sec 001); 2 cr; max crs 3, 1 repeat allowed; S-N only; prereq Math Ed 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 report covering the quarter's work assignment.  
Class time: 100% On the job training  
Work load: Full time work  
Grade: 100% written reports/papers

**ME 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 completed their senior medical technology courses. Course is scheduled at various clinical/hospital sites.  
Class time: 100% Laboratory  
Work load: 40 hour week practical experience  
Grade: 5% in-class presentations, 95% lab work

**Medieval Studies**  
131 Nolte Center: 612/626-0805

**MeSt 3610 Topics in Medieval Studies**  
(Sec 002); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom  
Instructor: Lower, Michael T  
Description: History of the Crusades - Taken as a whole, the Crusades make up one of the most fascinating episodes in the history of the Middle Ages. Our primary aim in this class will be to study the crusading phenomenon in its medieval context by engaging with the original documentary remains of the period. What motivated medieval European men and women to set out on the conquest of a land thousands of miles away, about which they knew very little? How did the papacy, as head of the Catholic Church, come to promote violence against the Muslim residents of that land as not merely justifiable, but as positively meritorious, as deserving of a great spiritual reward? How did the Muslim and also Jewish communities who were the primary targets of this violence respond to it, and how did the contact among Christians, Muslims, and Jews which the Crusades made possible transform relations among these groups, the three major monotheistic religions of the West? While focusing on the Crusades as an aspect of medieval history, we will also consider some of the larger questions raised by the history of these expeditions. What is the relationship between violence and religion? Does it differ in the Christian, Muslim, and Jewish traditions? What is the legacy of the crusades? Did they pave the way for the subsequent Western colonial ventures that eventually led to Western domination of much of the non-Western world? Did they set the stage for modern conflicts in the Middle East?  
Class time: 50% lecture, 50% Discussion  
Work load: 60-80 pages of reading per week, 2 exams, 2 papers  
Grade: 20% final exam, 40% written reports/papers, 40% Informal writing assignments and class participation  
Exam format: Essay

**MeSt 3610 Topics in Medieval Studies**  
(Sec 001); 3 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom  
Instructor: Noakes, Susan J  
Description: Medieval Stories - A study of the various kinds of tales, in verse and prose, that enlivened life in medieval France. Some are funny, some are scary: all offer a window into the daily life and shared beliefs of the time of the great cathedrals. Reading, class presentations, short papers and exams.

**MeSt 5610 Advanced Topics in Medieval Studies**  
(Sec 003); 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 16th centuries, was a medium of one of the greatest literatures in the history of Europe. The better

This information is accurate as of: 10/27/2005 at 2:13 PM
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 the MHG lyrics and narrative poems. A single prose text will give the students an insight into the customs and legal practices of 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 will express an interest in writing a Plan B paper on a MHG subject will be offered a broad variety of topics 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 3301 Biology of Microorganisms
(Sec 001); Credit will not be granted if credit has been received for: BIOL 2032, BIOL 2032, BIOL 2032, BIOL 2037, MCB 2032, MCB 2032, MCB 2032, MCB 2032, 5 cr; A-F only; prereq [Biol 1002 or Biol 1009], Chem 2301, concurrent enrollment Chem 2302; meets DELM req of classroom
Instructor: Mohr, Christian D
Description: Course covers the taxonomy, physiology, biochemistry, pathogenesis, immunology, and ecology of microbes including fungi, bacteria, and viruses. Molecular structure in relation to microbial function and disease is also covered. Course includes a laboratory. Course will utilize WEBCT VISTA. Course texts: MicB 3301 Laboratory Manual, Microbiology-Prescott, Harley and Klein, McGraw-Hill, 6th Edition. Target audience: undergraduate science majors (including Biology, Biochemistry, Microbiology, Cell Biology, and Genetics).
Class time: 60% lecture, 40% Laboratory
Work load: 20-30 pages of reading per week, 4-8 pages of writing per semester, 4 exams, Students write 2 laboratory reports (4-8 pages total) and maintain a laboratory notebook.
Grade: 60% based on four exams; 40% based on laboratory quizzes, reports and performance
Exam format: Short answer, fill in the blank, true/false, multiple choice

MicB 4131 Immunology
(Sec 001); 3 cr; prereq [2022 or VPB 2022 or Biol 2032 or VPB 2032 or VBS 2032 or 3001 or Biol 3301], [BioC 3021 or Biol 3021 or BioC 4331]; meets DELM req of classroom
Instructor: Molitor, Thomas William
Description: Molecular, genetic, and cellular bases for humoral and cell-mediated immunity; innate immunity; antigen recognition by B and T lymphocytes; interactions between lymphocytes and other cells of the immune system; cytokines; immunoregulation, and key aspects of clinical immunology. Students will learn the basic concepts of immunology with some practical applications. This course is targeted toward undergraduate majors in the biological sciences who have previously been introduced to biology and biochemistry. The material covered in the course will enable those interested to enroll in more advanced courses in this field. A major component of the class is cooperative learning through group problems and cases. A research paper covering the following areas is required by graduate students. Undergraduate and adult special students have the option of submitting a paper for extra credit. A problem to be completed by each group will be assigned weekly. Three tests will be given at the designated dates. Tests will be taken individually; then by group. An average of the individual group will represent the individual's score for each test. Textbook used is: Immunology, Kuby, 4th Ed. W.H. Freeman and Company, 2000. See Course Website for further information.

MicB 4114W Biology, Genetics, and Pathogenesis of Viruses: Writing Intensive
(Sec 001); Credit will not be granted if credit has been received for: MICB 4171, MICB 4171; 4 cr; prereq [3301, Biol 3021, Biol 4003, Biol 4004] or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Schiff, Leslie Ann
Description: MicB 4114W and 4171 are aimed at upper level undergraduates. The course content is appropriate for majors in biology, microbiology, biochemistry and GCD. It is also recommended for graduate students in related sciences. Microbiology majors will have priority for the small number of seats in 4114W. In addition to attending the scheduled class sessions, 4114W students will participate in ~8 individual/small group writing sessions over the course of the semester. This course is a principle-based discussion of virology, emphasizing the common reactions that must be completed by all viruses for successful replication within a host cell and survival and spread within a host population. The molecular basis of alternative reproductive cycles, the interactions of viruses with host organisms, and how these lead to disease will be presented with examples drawn from a set of representative animal viruses. To achieve course objectives, lectures will be combined with active learning techniques and activities. These should accomodate students with distinct learning styles. Students will be asked to write informally in class on index cards. Students may also be provided learning prompts via the WebCT site. Note: 4114W and 4171 have an integral WebCT site on which lecture outlines, study guides, info updates and learning prompts are posted.
Class time: 70% lecture, 30% Active learning and discussion
Work load: 40-50 pages of reading per week, 10-15 pages of writing per semester, 4 exams, 3 papers, 4114W students will also answer some short (50-200) word "write-to-learn" prompts that cover course material.
Grade: 30% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% problem solving, 0% Bonus quizzes worth 5%; Students can choose a grading option that includes 10% participation, in which the midterm exams will only count for 20% of the final grade.
Exam format: Multiple choice, short answer, short essay. Study guides preview many of the possible essay questions.

MicB 4171 Biology, Genetics, and Pathogenesis of Viruses
(Sec 001); Credit will not be granted if credit has been received for: MicB 4141W, MicB 4141W, MCB 4141W, MCB 4141W; 3 cr; A-F only; prereq [BioC 3021, 3301, Biol 4003, Biol 4004] or instr consent; meets DELM req of classroom
Instructor: Schiff, Leslie Ann
Description: MicB 4171 is aimed at upper level undergraduates. The course content is appropriate for majors in biology, microbiology, biochemistry and GCD. It is also recommended for graduate students in related sciences. This course is a principle-based discussion of virology, emphasizing the common reactions that must be completed by all viruses for successful replication within a host cell and survival and spread within a host population. The molecular basis of alternative reproductive cycles, the interactions of viruses with host organisms, and how these lead to disease will be presented with examples drawn from a set of representative animal viruses. To achieve course objectives, lectures will be combined with active learning techniques and activities. These should accomodate students with distinct learning styles. Students will be asked to write informally in class on index cards. Students may also be provided learning prompts via the WebCT site. Note: 4117 has an integral WebCT site on which lecture outlines, study guides, info updates and learning prompts are posted.
Class time: 75% lecture, 25% Active learning and discussion
Work load: 40-50 pages of reading per week, 8-10 pages of writing
per semester, 4 exams, 2 papers. Note: 4171 has an integral WebCT site on which lecture outlines, study guides, info updates and learning prompts are posted.

Grade: 45% mid-semester exam(s), 35% final exam, 10% written reports/papers, 10% problem solving, 0% Bonus quizzes worth 5%. Students can choose a grading option that includes 10% participation, in which the midterm exams will only count for 35% of the final grade.

Exam format: multiple choice, short answer, short essay. Study guides preview many of the possible essay questions.

MicB 4235 Advanced Laboratory: Virology, Immunology, and Microbial Genetics
(Sec 001); 3 cr; prereq BioC 3021, 3301, two from [4131, 4141W, 4151, 4171]; meets DELM req of classroom
Instructor: Bresnahan, Wade A
Description: This laboratory course provides students with hands on training using state of the art molecular biology techniques to address fundamental questions in biology. Emphasis will be placed on techniques relating to virology, immunology, bacterial genetics, and molecular biology, however, all techniques covered in this course are widely used in all biology specialties (i.e., neurobiology, genetics, cell biology, etc). Specific topics covered in the course include DNA, RNA and protein analysis, gene cloning, virus propagation, flow cytometry, bioassays, and cell culture techniques.

Military Science
110 Armory: 612/624-7300

Mil 101 Military Science I Leadership Lab
(Sec 001); 0 cr; A-F only; prereq Enrollment in 1010; meets DELM req of classroom
Instructor: STAFF
Description: Learn basic skills. Gain insight into the advanced course in order to make an informed decision whether to apply for it. Build self confidence and team-building leadership skills that can be applied throughout life.

Mil 202 Military Science II Leadership Lab
(Sec 001); 0 cr; A-F only; prereq Enrollment in 1220; meets DELM req of classroom
Instructor: STAFF
Description: Learn basic skills. Gain insight into the advanced course in order to make an informed decision whether to apply for it. Build self confidence and team-building skills that can be applied throughout life.

Mil 302 Military Science III Leadership Lab
(Sec 001); 0 cr; prereq Enrollment in 3130; meets DELM req of classroom
Instructor: STAFF
Description: Develop leadership skills necessary for the planning, resourcing, execution and evaluation of various training activities in both classroom and outdoor lab environments. Apply leadership theory and doctrine for small groups.

Mil 402 Military Science IV Leadership Lab
(Sec 001); 0 cr; prereq Student must be enrolled in the Advanced Course and associated Military Science class; meets DELM req of classroom
Instructor: STAFF
Description: Refine instructor skills by developing and presenting instruction in both a lecture and practical exercise format. Develops leadership skills necessary for the planning, resourcing, execution and evaluation of various training activities in both classroom and outdoor lab environments. Apply counseling and motivating techniques. This course is open to Military Science IV Cadets only.

Class time: 100% Laboratory
Work load: Planning, Preparing and Rehearsing Instruction
Grade: 33% in-class presentations, 33% class participation, 33% lab work, 1% problem solving

Mil 1002 Military Science I Leadership Lab
(Sec 001); 1 cr; prereq Enrollment in 1011; meets DELM req of classroom
Instructor: STAFF
Description: Learn and practice 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 1004 Military Science II Leadership Lab
(Sec 001); 1 cr; prereq Enrollment in 1221; meets DELM req of classroom
Instructor: STAFF
Description: Learn and practice basic leadership skills. Build self confidence through individual and team building concepts. Gain insight into the advanced course in order to make an informed decision on whether to apply. Further develop your leadership style through practical application scenarios.

Mil 1008 Military Science IV Leadership Lab
(Sec 001); 1 cr; prereq Enrollment in 3141; meets DELM req of classroom
Instructor: STAFF
Description: Refine instructor skills by developing and presenting instruction in both a lecture and practical exercise format. Develops leadership skills necessary for the planning, resourcing, execution and evaluation of various training activities in both the classroom and outdoor lab environments. Apply counseling and motivating techniques. This course is open to Military Science IV Cadets only.

Class time: 100% Laboratory
Work load: Planning, Preparing and Rehearsing Instruction
Grade: 33% in-class presentations, 33% class participation, 33% lab work, 1% problem solving

Mil 1011 Introduction to Leadership
(Sec 001, 002); 1 cr; prereq Enrollment in 1002; meets DELM req of classroom
Instructor: STAFF
Description: Learn/apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises. Relate organizational and ethical values to the effectiveness of a leader. Participation in a weekend exercise is optional, but highly encouraged.

Mil 1221 Individual/Team Military Tactics
(Sec 001, 002); 2 cr; A-F only; prereq Enrollment in Basic Course; meets DELM req of classroom
Instructor: STAFF
Description: Individual and team aspects of military tactics in small unit operations. Use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students.

Mil 3141 Transition to Lieutenant
(Sec 001); 3 cr; prereq Enrollment in Advanced Course; meets DELM req of classroom
Instructor: STAFF
Description: This course prepares the student to serve successfully as an Army Lieutenant. The course focuses on Officer-NCO relations, Military Law, Staff functions and career development. The course also includes a Battle Staff Ride, which further develops the student's ability to use historical lessons learned and battle analysis skills. The course text includes: The Cadet to Lieutenant Transition Handbook, The Maual of Courts Martial and the Army Officer's Guide. The course is open to Military Science IV students only.

This information is accurate as of: 10/27/2005 at 2:13 PM
Mort 3022W Funeral Service Counseling
(Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Tibbetts, Steven Patrick
Description: This is a course about helping people who have suffered the ultimate loss of death. It is also a course about oneself, that is to say, a course which will help each person look at themselves as a helper. The two purposes of the course are: 1) To learn about yourself as a helper; and 2) To learn the necessary skills to be a good counselor. Prerequisite: General Psychology course recommended; majors and non-majors.
Class time: 60% lecture, 40% Discussion
Work load: 60 pages of reading per week, 25 pages of writing per semester, 3 exams, 3 papers
Grade: 20% final exam, 30% quizzes, 50% in-class presentations
Exam format: Multiple choice, true/false, matching, essay

Mort 3030 Funeral Service Law
(Sec 001); 3 cr; A-F only; meets DELM req of classroom
Instructor: Grayson, Peter Carroll
Description: This course on Funeral Service Law is designed to provide a background on various funeral related legal topics. Subject areas of law include the legal status of the dead human body, the duty of burial, right to control final disposition, liability for funeral expenses, torts involving the dead human body and the funeral director, wills and trust, cemeteries, state and federal laws and regulations pertaining to funeral service, and the legal aspects of being a licensed funeral director/mortician, and last but certainly not least, ETHICS.
Class time: 65% lecture, 35% Discussion
Work load: 1 exam, 2 papers
Grade: 25% final exam, 20% written reports/papers, 45% quizzes, 10% in-class presentations
Exam format: Multiple Choice

Mort 3055W Complicated Grief
(Sec 001); 3 cr; A-F only; prerequisite: Working understanding of grief/loss; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Tibbetts, Steven Patrick
Description: This is a course designed for advanced studies in bereavement and traumatology. The assumption is made that each participant has a working understanding of grief and loss. This course takes off with that knowledge and expands into the areas of complicated bereavement and traumatology. Areas that are covered include trauma vs. complicated vs. non-complicated loss, and treatment methods currently being used. It is open to undergraduate and graduate students. Texts: “The Treatment of Complicated Bereavement,” Therese A. Rando, Ph.D., 1993, and “Comprehensive Glossary of Psychiatry and Psychology,” Harold I. Kaplan, M.D., and Benjamin J. Sapolsky, M.D., 1991.
Class time: 70% lecture, 20% Discussion, 10% Videos/online presentations
Work load: 40 pages of reading per week, 18 pages of writing per semester, 3 papers
Grade: 60% written reports/papers, 40% special projects
Exam format: None Given

Music
100 Ferguson Hall: 612/624-6740

Mus 1001 Fundamentals of Music
(Sec 001-005); 3 cr; prerequisite For non-music majors; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Tibbetts, Steven Patrick
Description: This course is intended for non-music majors and will cover the following topics: rhythm, pitch, meter, keyboard, major/minor scales, intervals, chords, and harmony. Course work is participatory and includes singing, playing instruments, clapping and aural perception. Grades are determined from assignments, quizzes, a paper and mid-term and final exams. Class time includes two lectures and one lab per week. The syllabus is on the class web. (Note: this class includes four lab sections: 002, 003, 004, and 005.)
Class time: 66% lecture, 33% Laboratory
Work load: 8 pages of reading per week, 2 pages of writing per semester, 2 exams, 10 quizzes and 10 assignments
Grade: 10% mid-semester exam(s), 15% final exam, 10% written reports/papers, 20% quizzes, 20% lab work, 25% problem solving
Exam format: Multiple choice and written answer; written and aural examination

Mus 1014 Rock II: Rock Music from 1970 to the Present
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Mercer-Taylor, Peter J
Description: For non-majors (no prior knowledge of music required or assumed). This course takes up the history of rock around 1970, toward the end of what many consider its Golden Age. From the emergence of “progressive” rock in the early ‘70s, we will trace the course of rock and related styles to the present day, considering punk, new wave, heavy metal, hip-hop, alternative, grunge, and a range of repetitive, technology-driven styles (house, techno, etc.). Most of our attention will be focused on how rock functions as a musical style, and how the structure and language of its music interact with what it appears to be trying to say. But we will consider, as well, the uses to which rock and related styles have been put through this period, how they have contributed to ideas of youth culture, race identity, gender identity, and other social formations. The music of the course is considered within its broader cultural context, as well, and you should come prepared to watch movies, read a couple of short novels, dissect music videos, and surf the Web.
Class time: 60% lecture, 40% Discussion
Work load: 20 pages of reading per week, 10-15 pages of writing per semester, 2 exams, 4 papers
Grade: 20% mid-semester exam(s), 30% final exam, 40% written reports/papers, 10% class participation
Exam format: Short-answer questions and brief essays
University of Minnesota – Class Schedule for Twin Cities Campus
Spring 2006

Mus 1052 Class Piano for Non Music Majors II
(Sec 001-003); 2 cr; meets CLE req of Other Humanities Core;
meets DELM req of classroom
Instructor: STAFF
Description: Continuation of Mus 1051. Emphasis on basic functional
skills, such as reading, harmonizing, playing by ear and improvising,
along with basic technique, elementary repertoire, and music theory
(written). Taught by graduate assistants in an electronic multi-piano
lab. Includes lecture, group and individual performance, and some
individual instruction. Outside practice is required. Practice rooms may
be rented through the School of Music. Text: Contemporary Class
Piano, 6th edition, by Elyse Mach. 1052 covers Units 3-5, including
major and minor scales; intervals up to an octave; accompaniment
styles; ABA form; syncopation; secondary chords; pedalling; other
scale forms; harmonizing with i, iv, and V7 in minor; jazz styles; 2-hand
accompaniments; and major and minor 7th chords.
Class time: 10% lecture, 90% Laboratory
Work load: 1 hour practice daily.
Grade: 20% mid-sem-semester exam(s), 25% final exam, 5% special
projects, 40% quizzes, 10% class participation
Exam format: Individual keyboard performance (plus some written
theory).

Mus 1152 Piano: Class Lessons II
(Sec 001-005); 2 cr; A-F only; prereq 1051, instr consent;
meets DELM req of classroom
Instructor: STAFF
Description: Continuation of Mus 1151, a beginning course for
freshman music majors or minors with limited keyboard background.
Co-requisite for freshman music theory. Taught by graduate assistants
in an electronic piano lab. Emphasis is on functional skills, such as
reading, transposing, harmonizing, improvising, and playing by ear,
along with keyboard theory, technique, and repertoire. Includes lecture,
group and individual performance, and some individual instruction.
Text: Keyboard Musician by Lyke. 1152 covers chapters 5-8. Students
with previous piano background should contact the School of Music for
information regarding placement or credit by exam.
Class time: 10% lecture, 90% Laboratory
Work load: 1 hour practice daily.
Grade: 25% mid-sem-semester exam(s), 25% final exam, 3% special
projects, 40% quizzes, 10% class participation
Exam format: Individual keyboard performance (plus some written
theory).

Mus 1471 Guitar: Class Lessons I
(Sec 001-014); 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-sem-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 1804 World Music
(Sec 001); 3 cr; meets CLE req of International Perspect Theme;
meets CLE req of Other Humanities Core; meets DELM req of
classroom
Instructor: STAFF
Description: If you love music, this is the course for you. The only
pre-requisite is curiosity. Whether you have musical training or not,
music is an integral part of your life. You are not only surrounded by it,
but you use it to define who you are and what you value in life. This is
a great opportunity for non-music majors to get introduced to music
from a world music perspective. Explore this exciting world and gain a
crosscultural understanding of basic musical elements (rhythm,
harmony, melody, texture, and timbre). You will be taken on a musical
tour around the globe, focusing on a small number of representative
cultures. Our goal is to understand how each representative musical
case study fits into a larger cultural, social, and political context. What
does it mean to be a musician? How do people conceptualize music?
How does music relate to a culture’s daily life and understanding of the
universe? These are some of the questions we will be addressing. This
course will broaden your horizons and sharpen your critical thinking.
You will also have some hands-on musical experiences (you will not be
evaluated on the basis of your musical ability). Using musical case
studies from around the world, we will explore differences in aesthetics
that stem from different lifestyles and values. The course objectives will
be accomplished through lectures, video viewing, lots of listening,
some hands-on musical experience, selected readings, and assigned
concert attendance.

Mus 3264 French Diction for Singers
(Sec 001); 1 cr; A-F only; prereq Voice or choral music major,
concurrent enroll in applied voice; meets DELM req of classroom
Instructor: Del Santo, Jean Marie
Description: The course covers rules of lyric diction, use of
International Phonetic Alphabet, elementary grammar and song
vocabulary. Students will transcribe song texts into IPA and perform 3-
4 French melodie or arias in class for critique by professor and
colleagues. An off campus concert may be included as part of the final
project. Enrollment limited to students who are applied or principal
voice majors, presently studying voice and/or coaches and
accompanists.
Class time: 25% lecture, 75% 25% drill; 50% in class performance
Work load: 1-2 pages of reading per week, weekly listening
assignments; 2 written exams with intermittent quizzes; 2 oral exams;
3-4 performances
Grade: 25% mid-sem-semester exam(s), 25% final exam, 15% quizzes,
35% performances
Exam format: written, oral and performance

Mus 3340 Jazz Ensemble
(Sec 001, 002); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq
Audition, instr consent; meets DELM req of classroom
Instructor: Sorenson, Dean Patrick
Description: The University Jazz Ensembles play a wide variety of big
band repertoire and perform for many events, both on and off campus.
Entrance is limited to instruments that are traditionally a part of the big
band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and
percussion. All jazz ensembles are academic courses carrying one
credit. Upon completing the audition process, you will be assigned to an ensemble and must obtain a "magic number" in order to register. You must register in order to play in a University Jazz Ensemble.

**Class time:** 100% Rehearsal/performance

Mus 3350 Jazz 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 all majors and non-music majors, and auditions are required. Students are placed according to their ability and experience.

**Class time:** 100% performance/rehearsal

Mus 3410 University Wind Bands (Sec 001); 1 cr; max crs 14, 14 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom

**Instructor:** Luckhardt, Jerry M

**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:** 20% lecture, 80% Laboratory

**Work load:** 2 exams, 3 papers, Practice - time on task

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

**Exam format:** multiple choice and essay

Mus 3410 University Wind Bands (Sec 002); 1 cr; max crs 14, 14 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom

**Instructor:** Luckhardt, Jerry M

**Description:** A music ensemble of select wind and percussion players. The ensemble includes a number of undergraduate and graduate majors from other disciplines. Symphonic band performs 4 to 5 concerts each academic year. Admission is by audition only.

**Class time:**

**Work load:** practice and performance

**Grade:** 0% rehearsal preparation and performance

Mus 3440 Chamber Ensemble (Sec 001-013); 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 Quartets (Tom Rosenberg) For further information and permission to register, contact Room 100 Ferguson Hall (612-624-5740) or visit http://www.music.umn.edu/welcome.html and look under “Ensembles.”

**Class time:** 100% Laboratory

**Work load:** 1/2-1 hr per week with faculty, 1-2 hrs per week ensemble, 1/2 hr daily practice

**Grade:** 50% class participation, 50% performances

**Exam format:** performance

Mus 3502 Theory and Analysis of Tonal Music IV (Sec 001); 3 cr; A-F only; prereq 3501, dept consent; meets DELM req of classroom

**Instructor:** Damschroder, David A

**Description:** The fourth semester of a four-semester sequence of courses devoted to tonal music theory. The focus of these courses is on analysis of music of the eighteenth and nineteenth centuries, part-writing (learning how to write music in historical styles), and skills including: sight-singing, ear-training, and keyboard performance. Music 3502 is intended primarily for undergraduate music majors. It may also be elected by graduate music majors to remedy deficiencies (though the course does NOT offer graduate credit).

**Class time:** 25% lecture, 25% Discussion. 25% Laboratory

**Work load:** 30 pages of reading per week, 10 pages of writing per semester, 3 exams, daily homework, sight-singing auditions

**Grade:** 30% mid-semester exam(s), 30% final exam, 15% quizzes, 10% problem solving, 15% auditions

**Exam format:** essay

Mus 3601W History of Western Music I (Sec 001); 3 cr; A-F only; prereq dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Harness, Kelley Ann

**Description:** This is the first course in the undergraduate music history sequence. We will study music composed over a very broad time span, ca. 800 to 1700, looking at the works’ musical structures within the larger contexts of musical style, social/political significance, and broad aesthetic and philosophical movements. Because this is a writing intensive (WI) course, both formal and informal writing assignments will constitute a significant percentage (one-third) of the grade. In addition to essay questions on exams, students will complete three short assignments which deal with writing issues (e.g., how and when to create footnotes and bibliographies) and two longer papers. The first of the longer papers will deal with issues of performance in early music, while the second will involve analysis of an individual work. Students are required to purchase the following textbooks: Grout, Donald Jay and Palisca, Claude V. . A History of Music. 5th ed. New York: W.W. Norton, 1996 [this book will be used for the entire three-semester sequence] Palisca. Claude V., ed. Norton Anthology of Western Music and accompanying recordings. 3rd ed. 2 vols. New York: W. W. Norton, 1996. The course is intended primarily for undergraduate music majors; other undergraduate students may enroll with the instructor’s permission.

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

**Work load:** 25 pages of reading per week, 15 pages of writing per semester, 3 exams, 2 papers, 3 short written assignments; 10 quizzes; 1-2 hours listening/week

**Grade:** 33% mid-semester exam(s), 17% final exam, 33% written reports/papers, 17% quizzes

**Exam format:** Listening ID, short answer, essay

Mus 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

**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.

Www.MinnesotaAlexanderTechnique.com If class is full, call instructor (612-824-4251) for permission to add.

Mus 5340 Jazz Ensemble
(Sec 001, 002); 1 cr; max crs 6, 6 repeats allowed; A-F only; prereq audition, instr consent; meets DELM req of classroom
Instructor: Sorensen, 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% Laboratory
Work load: 40 pages of reading per week, 4 pages of writing per semester, 2 papers
Grade: 50% class participation, 50% attendance

Mus 5440 Chamber Ensemble
(Sec 001-010); 2-4 cr; max crs 6, 8 repeats allowed; A-F only; prereq Audition, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Chamber ensembles provide an opportunity for music majors to study and perform chamber music with a faculty coach. There is at least one public performance by each group during the semester. Woodwind chamber ensembles are listed under Mus 5470 and are coordinated by John Anderson. The other ensemble offerings and coordinators are listed below: Sec 1 - Guitar Ensembles (Jeffrey Van) Sec 2 - String Ensembles (Tom Rosenberg) Sec 3 - Piano Ensembles (Rebecca Shockley) Sec 4 - Brass Chamber Ensembles (Tom Ashworth) Sec 5 - Trombone/Low Brass Ensembles (Tom Ashworth) Sec 6 - String Bass Quartets (Tom Rosenberg) For further information and permission to register, contact Room 100 Ferguson Hall (612-624-5740) or visit http://www.music.umn.edu/welcome.html and look under “Ensembles.”
Class time: 100% Laboratory
Work load: 1/2-1 hr per week with faculty, 1-2 hrs per week ensemble, 1/2 hr daily practice
Grade: 50% class participation, 50% performance
Exam format: performance

Mus 5490 Percussion Ensemble
(Sec 001); 1 cr; max crs 10, 10 repeats allowed; A-F only; prereq inst 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 5597 Music and Text
(Sec 001); 3 cr; A-F only; prereq 3502; meets DELM req of classroom
Instructor: Cherlin, Michael
Class time: 60% lecture, 40% Discussion
Grade: 100% written reports/papers

Mus 5647 20th-Century European/American Music
(Sec 001); 3 cr; prereq 3603 or equiv, 5501 or equiv, 12 undergrad cr in music history; meets DELM req of classroom
Instructor: Jackson, Donna Cardamo
Description: Course designed for music majors at upper division and graduate levels. It introduces the themes that have shaped European/American music in the 20th century through critical/contextual analysis of landmark compositions and concurrent developments in other arts and literature. Emphasis is placed on cultural contexts linking composers to other creative figures, e.g., Debussy-Mallarme, Stravinsky-Diaghilev, Satie-Cocteau, Crumb-Lorca, etc. Such major influences on composers as the effects of war and politics, the Great Depression, advancing technology, and current social issues (e.g., AIDS and holocaust) are treated through correlated reading and listening assignments. Narrated videotapes addressing signal works by Stravinsky, Cage, and Glass introduce concepts of modernism and postmodernism. One textbook by Robert Morgan is well-illustrated with musical examples and art works in various media; the other textbook is a series of interviews with living American composers that emphasizes the shaping of creative identities.
Class time: 75% lecture, 25% Discussion
Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers
Grade: 33% mid-semester exam(s), 33% final exam, 33% written reports/papers
Exam format: multiple choice and essay

Music Applied
100 Ferguson Hall: 612/624-5740

MusA 1101 Piano--Elective
(Sec 001-012); 2 cr; max crs 16, 8 repeats allowed; A-F only; prereq Audition, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Individual piano instruction by graduate piano TAs for non-music majors with prior piano study. Weekly half-hour lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Requires permission by the Class Piano Coordinator or a piano TA. Information on applied music fees and how to obtain permission to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, (612) 624-5740, or at http://www.music.umn.edu/degrees/nds.htm
Class time: 100% individual lessons
Work load: one hour of practice daily
Grade: 40% final exam, 60% weekly lesson preparation
Exam format: individual keyboard performance (jury)
Course URL: http://www.music.umn.edu

MusA 1401 Piano--Secondary
(Sec 001-010); 2-4 cr; max crs 16, 8 repeats allowed; A-F only; prereq Music Major, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Individual piano instruction by graduate piano TAs for music majors who have completed Class Piano Mus 1151-1152 or equivalent proficiency. Weekly half-hour lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Information on applied music fees and how to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, or at http://www.music.umn.edu/degrees/degreesundergrad.htm
Class time: 100% individual lessons
Work load: 1 hour of practice daily
Grade: 40% final exam, 60% weekly lesson preparation

This information is accurate as of: 10/27/2005 at 2:13 PM
<p>Exam format: individual keyboard performance (jury)  
Course URL: http://www.music.umn.edu</p>

### Music Education

**100 Ferguson Hall: 612/624-5740**

**MuEd 3350 Student Teaching in Classroom Music**  
(Sec 001); 4-6 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

### Neuroscience

**6-145 Jackson Hall: 612/626-6800**

**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 her/his 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 scientific article. They will learn to survey the current literature in their area of research, organize data, use statistical analyses if appropriate, and effectively communicate the results of their experiments through
conclusion of tables, graphs, and other figures. Also, students will draw conclusions from their data and use persuasive arguments to convince readers of their interpretations of the data. Students will be required to write a 10-15 page paper in the format of a scientific article. This course is graded pass/fail, and the final grade is based on successful completion of the article.

Work load: 45 hrs per credit per semester
Grade: 100% written reports/papers
Course URL: http://www.neurosci.umn.edu/courses/4794W/4794--home.html

Nsci 4993 Directed Studies
(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; max of 7 cr of 4993 and/or 4994 may count toward major requirements; meets DELM req of classroom
Instructor: STAFF
Description: Individual study of selected topics with emphasis on selected readings and use of scientific literature. The course objective is to permit students who desire to learn about a specialized topic not already presented in a regularly scheduled lecture course to explore that area through individualized independent reading, analysis, and writing of a term paper. Topics and the literature vary according to the needs of the student. Most of the readings will be drawn from the primary research literature of neuroscience and related disciplines, although some monographs and reviews may also be consulted. This directed study course involves a student workload of a minimum of 45 hours work per credit (total workload for the entire semester). Some of this effort involves consultation with the faculty member who is directing the study and the remainder would be spent by the student reading appropriate literature and writing an extensive survey of the literature.

Work load: 45 hours per credit per semester
Grade: 100% written reports/papers
Course URL: http://www.neurosci.umn.edu/courses/4993/4993--home.html

Nsci 4994 Directed Research
(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; max of 7 cr of 4993 and/or 4994 may count toward major requirements; meets DELM req of classroom
Instructor: STAFF
Description: Directed Research is an individualized research experience under the direction of a faculty mentor. The course objective is to provide opportunity for undergraduates (primarily undergraduate majors in neuroscience) to experience laboratory research. This is very important preparation for those who intend to apply for graduate study. Topics vary according to the subject matter of the research project chosen by the student, with assistance from the faculty mentor. Readings will include several papers from the primary research literature as well as some review articles and several papers about appropriate research methods. Overall student effort will be at least 45 hours per semester per credit. Student effort is expected to include contact time with mentor (number of hours varies) to discuss direction of the project, methods to be used, results and interpretation, as well as future directions. In addition, the student will spend time doing experiments, collecting data, organizing results, as well as reading pertinent literature and writing a summary report.

Work load: 45 hours per credit per semester
Grade: 100% written reports/papers
Course URL: http://www.neurosci.umn.edu/courses/4994/4994--home.html

Nor 1002 Beginning Norwegian
(Sec 001-003); Credit will not be granted if credit has been received for: NOR 4002, NOR 4002; 5 cr; prereq 1001; meets

This information is accurate as of: 10/27/2005 at 2:13 PM
Nor 4004 Intermediate Norwegian  
(Sec 001, 002); Credit will not be granted if credit has been received for: NOR 1004, NOR 1004; 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 4004. 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 1004 under the number Nor 4004 for 2 credits. Contact the department office, 612-625-2080, for a permission number.  
Work load: 10 pages of reading per week, 6 pages of writing per semester, 3 exams, 2 papers  
Course URL: http://www.webct.umn.edu

Off-Campus Study  
220 Johnston Hall: 612/624-7577

OCS 3550 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.

Operations and Management Sciences  
3-140 CarlSMgmt: 612/624-7010

OMS 2550 Business Statistics: Data Sources, Presentation, and Analysis  
(Sec 001, 004, 007, 010, 020); Credit will not be granted if credit has been received for: OMS 2550H; 4 cr; A-F only; prereq [Math 1031 or equiv], at least 30 cr; credit will not be granted if credit received for: 1550; meets DELM req of classroom  
Instructor: STAFF  
Description: Exploratory data analysis, basic inferential procedures, statistical sampling/design, regression/time series analysis. How statistical thinking contributes to improved decision making.

OMS 3056 Operations Planning and Control  
(Sec 020); 4 cr; A-F only; prereq 3001 or instr consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Concepts and principles related to designing, controlling, and improving production and inventory management systems throughout the supply chain. Topics include capacity planning, inventory planning, production planning, forecasting methods, Materiel Requirements Planning (MRP), Just-in-Time, and theory of constraints.

OMS 3059 Quality Management and Six Sigma  
(Sec 020); 4 cr; A-F only; prereq 3001 or equivalent or instr  
This information is accurate as of: 10/27/2005 at 2:13 PM

Pharmaceutical Sciences  
831 Heller Hall: 612/625-6563

Phcl 3100 Pharmacology for Pre-Med and Life Science Students  
(Sec 001); 2 cr; A-F only; prereq College-level biology; biochemistry or physiology recommended; meets DELM req of classroom  
Instructor: Wei, Li-Na  
Description: This introductory course in modern pharmacology is suitable for students interested in clinical medicine, biological science research, pharmaceutical industry and development of modern therapeutic agents – or those just wanting a taste of how drugs work. The emphasis will be on the big picture of “therapeutic drugs” in general, and to prepare students for future success in modern medicine, research, industry, or matriculation to health science programs. This course covers different drug categories for major organ systems including the nervous systems, the cardiovascular system, and the endocrine/reproductive systems, as well as drugs for conditions like cancers and infectious and inflammatory diseases. The course will also briefly introduce concepts in modern drug design such as gene and cell therapy and application of pharmacogenomics. Text: “Crash course Pharmacology”, Dawson, Taylor, Reide, Second Edition, MOSBY (2002) Additional Info: Please contact course directors directly or visit the website:  
Course URL: http://www.pharmacology.med.umn.edu/PHCL3100.html

Philosophy  
6-120 Jackson Hall: 612/625-9997

Phil 3993 Directed Studies  
(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Students may contact the instructor or department for information.

Phil 4993 Directed Studies  
(Sec 001, 002); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Phil 5993 Directed Studies  
(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

This information is accurate as of: 10/27/2005 at 2:13 PM
Physical Education

220 Cooke Hall: 612/625-5300

PE 1004 Diving: Springboard
(Sec 001); 1 cr; OPT No Aud; prereq 1007 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: All class materials provided. Course open to anyone interested in learning about diving as a sport. Course involves notes on technical aspects of competitive diving, actual participation in learning how to dive, safely and correctly.
Class time: Work load: 3 pages of writing per semester, 1 exams, 1 papers
Grade: 10% written reports/papers, 20% quizzes, 50% class participation
Exam format: Multiple choice, matching, fill-in-the-blanks

PE 1007 Beginning Swimming
(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: This course is designed to introduce students to basic aquatic safety and to teach the fundamentals of swimming and 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, 1-4 exams
Grade: 20% mid-sem. 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. Heart rate monitor required; may be purchased at URCTR for approximately $50.
Class time: 5% lecture, 95% physical activity
Work load: 12 pages of reading per week, 2-3 pages of writing per semester, 1 exams, 1 papers
Grade: 20% final exam, 20% written reports/papers, 30% class participation, 30% attendance
Exam format: multiple choice, true/false, matching

PE 1015 Weight Training
(Sec 001-007); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: Designed as an introductory course in weight training, the course stresses the physiological considerations of weight lifting; selecting exercises for a basic program, charting workouts, nutritional considerations and the safety of weight training.
Class time: 70% lecture, 30% Discussion
Work load: 1 exams, 1 papers
Grade: 20% final exam, 10% written reports/papers, 70% class participation
Exam format: multiple choice, fill in the blank

PE 1016 Posture and Individual Exercise
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: Basic fundamentals of good posture, individual exercise, fitness, and mental attitude will be emphasized. Included will be, flexibility exercises, cardiovascular fitness, nutrition, weight control, stress management, positive mental health, and overall sound body and mind activities which translate into a positive attitude and good health. Objectives: Upon completion of the course the student should have: developed a positive attitude of cardiovascular health and overall fitness; gained an understanding and appreciation for fitness; been exposed to different forms of fitness training; developed a personal program for fitness outside of class; learned techniques for healthy eating habits; learned techniques of mental control and stress management.
Class time: 2% lecture, 98% participation physical.
Work load: 1-2 pages of reading per week, 2-3 pages of writing per semester, 1 exams, 1 papers
Grade: 10% written reports/papers, 10% special projects, 30% class participation, 50% attendance
Exam format: Short answer

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. There will be a $10 equipment fee.
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-sem. exam(s), 10% final exam, 80% class participation, 0% Compete in one handball tournament or four club matches
Exam format: short answer

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. There will be a $10 equipment fee.

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: Cron, Tom
Description: The Judo class instructs students in the basic skills of throwing, grappling (matwork), choking, and arm lock techniques, and falling skills. These are the basic skills used in contest judo, and also have personal defense application of a very realistic and practical nature. Students are also given an appreciation of the evolution of judo from Jiu-Jitsu, and they learn the fundamental rules and scoring of contest. Action videos are used both for instruction of techniques and appreciation of contests. The principles of judo and its philosophy as they apply to daily life enhancement, are also covered.
Class time: 5% lecture, 5% Discussion, 90% 2 handouts, 1 page each, spring semester-class booklet required
Work load: 2 exams, A 25 page Judo booklet is required reading
Grade: 25% mid-semester exam(s), 25% final exam, 50% class participation
Exam format: Matching, multiple choice, true/false

PE 1035 Karate
(Sec 001); 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 encouraged; GI uniform is available through the instructor at a cost of $35.
Class time: 15% Discussion, 80% training; 5% exams
Grade: 20% mid-semester exam(s), 70% final exam, 10% Attendance
Exam format: Mid-term: 20 short multiple choice questions; Final: physical test on basic movements worked on during the semester

PE 1036 Racquetball
(Sec 001, 002); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: Learn the fast-paced and exciting sport of racquetball. In addition to learning the skills of racquetball, you will be able to get a workout at the same time. The course will cover the rules, etiquette, basic strategy, and a variety of shots. Students will be introduced to the forehand and backhand drives strokes, lob shots, 2 shots, pinch shots, kill shots, back-wall shots, and a variety of serves. This is an opportunity to start a lifetime sport. There will be a $10 equipment fee.
Class time: 10% lecture, 60% practicing racquetball skills; 30% playing points
Work load: 8 pages of reading per week, 2 exams, 8 weekly quizzes (true/false)
Grade: 10% mid-semester exam(s), 20% final exam, 40% class participation, 30% skills test
Exam format: short answer

PE 1037 Squash Racquets
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: This course has been designed as an introductory-level activity program for squash players. Its intent is to familiarize the individual with the international dimension courts, and basic equipment for novice players. Daily lessons will focus on entry-level technique as well as safety on and around the court. Upon completion of this course, students will: 1) be able to describe the basic dimensions and markings of an international squash racket's court; 2) be able to select and care for equipment; 3) understand and apply basic rules for play; 4) learn the foundations of a competitive swing; 5) acquire simple court strategy. The texts for the course include the well-illustrated "How to Win at Squash" by Wilkinson (1989), and the "International Rules Book." General requirements for the course are: 1) assigned reading which the student will be able to apply during on-court exercises; 2) be able to document information learned in class and from reading in the form of two written exams; 3) demonstrate court skills which are evaluated through on-court performance assessments; 4) complete an outline of one of the assigned readings and be prepared to orally present their summary to the class. There will be a $10 equipment fee.
Class time: 10% lecture, 10% Discussion, 80% court
Work load: 10 pages of reading per week, 1 page of writing per week.
Grade: 35% final exam, 15% written reports/papers, 20% class participation, 30% performance evaluation.
Exam format: multiple choice, essay

PE 1038 Beginning Tennis
(Sec 001-006); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: Soderberg, Thomas
Description: Students will study the lifelong sport of horseback riding. Focus will be on techniques, styles and communication. Students will learn riding techniques at a walk and trot. This is an English riding class. There will be a $95.00 facility fee. Transportation to the off-campus facility located in Hudson, WI is not provided.
Class time: 5% lecture, 95% Laboratory
Work load: 5 pages of reading per week, 1 exams
Grade: 50% final exam, 50% class participation
Exam format: Multiple choice.

This information is accurate as of: 10/27/2005 at 2:13 PM
i.e., what strengths does the student have, what vulnerabilities does his/her opponent have and what opportunities are there to apply those strengths and use those vulnerabilities. This includes developing an understanding of force, eye contact and strong body language, and basic verbal skills such as assertiveness. Class work will include drills in physical techniques to develop coordination and strength, practice time in hitting and kicking bags, many controlled situations with partners (including floor, weapon, and multiple attacker situations) to teach basic skills of analysis and application.

Class time: 10% Discussion, 90%
Work load: 1 exams, 1 papers, Physical practice of individual and partner exercises
Grade: 50% final exam, 20% written reports/papers, 30% class participation

Exam format: Physical demonstration of basic skills plus student's choice of one from each of the following four categories (partner exercises): 1) basic blocking, 2) response to a grab from the front, 3) response to a grab from behind, 4) one special situation

PE 1045 Rock Climbing
(Sec 001, 002); 1 cr; OPT No Aud; prereq Good general health, no [neck or back] problems; meets DELM req of classroom
Instructor: Hoffman, Mitchell Lee
Description: This course starts from square one and covers safety, knots, climbing techniques and basic anchor building. A comprehensive introduction to indoor rock climbing. Much of the time is spent actively climbing on the wall. Active participation and in class activities are the bulk of the grading and curriculum. Course is held at the St. Paul Gymnasium Climbing Wall.

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 1048 Bowling
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: Designed as an introductory course in bowling, the course stresses fundamentals of stance, approach and delivery, scoring, bowling terminology, and etiquette. There is a $40.00 facility fee.

Class time: 2% lecture, 20% Discussion
Work load: 2 exams
Grade: 10% mid-semester exam(s), 10% final exam, 80% class participation
Exam format: true/false, multiple choice, short answer

PE 1053 Ice Skating
(Sec 001, 002); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: This class is designed for beginning ice skaters. Equipment, safety issues, ice skating techniques, terminology, and other relevant information will be taught. Fundamentals that will be covered include: basic skating, stopping, turning, balance techniques and various other skills from both the forward and backward positions. Skate rental is available on site.

Class time: 25% lecture, 75% Laboratory
Work load: 2 exams, One written exam, one skills exam.
Grade: 35% final exam, 30% class participation, 35% lab work
Exam format: short answer

PE 1055 Golf
(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: Proper grip, stance, ball address, swing, club selection, psychological management, rules, and etiquette. Basic instruction in analyzing, assisting with, and coaching golf.

PE 1056 Nordic (Cross-Country) Skiing
(Sec 001-003); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: Introduction to the fundamental techniques of classical and freestyle cross-country skiing. Students will be taught through lecture and direct experience on cross-country skiing trails. Ski rental available through St. Paul Students Outdoor Store.

PE 1057 Beginning Skiing
(Sec 001, 002); 1 cr; OPT No Aud; prereq $100 facility fee; meets DELM req of classroom
Instructor: STAFF
Description: Introduction to alpine skiing. Students are taught to stop, turn, and use lifts, as well as safety, etiquette, and purchase of equipment. Class held at Hyland Hills ski area in Bloomington.

PE 1059 Track and Field
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: This course starts from square one and covers safety, knots, climbing techniques and basic anchor building. A comprehensive introduction to indoor rock climbing. Much of the time is spent actively climbing on the wall. Active participation and in class activities are the bulk of the grading and curriculum. Course is held at the St. Paul Gymnasium Climbing Wall.

Class time: 2% lecture, 20% Discussion
Work load: 15 pages of reading per week, 1 pages of writing per semester, 1 exams, 1 papers, presentations by students.
Grade: 20% final exam, 20% written reports/papers, 20% in-class presentations, 30% class participation, 10% class attendance
Exam format: Multiple choice, T/F, matching

PE 1065 Beginning Tumbling and Gymnastics
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: This course is designed for individuals with little or no tumbling/spotting experience. Students will learn the fundamentals of basic tumbling skills including rolls, handstands, cartwheels, extensions, handsprings, and sommies (flips), accompanied by the appropriate spotting techniques. Students will also experience teaching a skill to a small group of classmates. Safety issues in tumbling and gymnastics will be addressed.

Class time: 15% lecture, 85% Laboratory
Work load: 2-10 pages of reading per week, 1 exams, 2 performance evaluations, 1 project
Grade: 20% mid-semester exam(s), 20% final exam, 20% special projects, 40% class participation
Exam format: true/false, multiple choice, short answer

PE 1067 Basketball
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: Participation-based course emphasizing basketball fundamentals such as passing, dribbling, shooting, as well as basic fast-break, offensive and defensive principles. Undergraduate and graduate students are encouraged to join the class. Students will scrimmage at times and will be tested on the rules and basketball fundamentals they learn during the course.

Class time: 20% lecture, 6% Discussion, 75% Laboratory
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, short answer

PE 1071 Beginning Cricket
(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: Budhwani, Nadir Noorali
Description: This course is designed to introduce students to fundamentals of Cricket. Students will learn about laws of Cricket, bowling and batting techniques, and competitive and recreational Cricket opportunities. This class is open to all students who have little or no experience of playing Cricket. Topics to be covered include: Fundamentals of Cricket, terminology, game rules, pitching/bowling, batting/hitting, playing various strokes, field positioning, footwork, and Cricket etiquette. Students must wear tennis shoes. Cricket equipment-
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

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 1074 Beginning Volleyball
(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom
Instructor: STAFF
Description: This is an introductory course aimed at the beginning student in volleyball. Students will learn the fundamentals of the sport, including setting, serving, passing, and blocking. The course will also include an understanding of the rules and strategies involved in volleyball. Particular emphasis is placed in practical application of knowledge and game situations.
Class time: 10% lecture, 90% Practical practice and application
Work load: 0-30 pages of reading per week, 2 exams, practical testing
Grade: 20% mid-semester exam(s); 35% final exam, 45% class participation

PE 1075 Ice Hockey
(Sec 001, 002); 1 cr; OPT No Aud; prereq 1053 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This class is designed for the experienced skater who wants to become knowledge about hockey. Offensive and defensive strategies and techniques will be taught. Scrimmage play will also be a large portion of the class. Goalies are encouraged to take the class. Students need their own equipment. Skate rental available on site.
Class time: 25% lecture, 75% Laboratory
Work load: 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 20% final exam, 60% class participation
Exam format: Multiple choice, T/F, short answer.

PE 1077 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: Midsemester: 20 short multiple choice questionnaire. Final: physical test on basic movements worked on during semester.

PE 1135 Intermediate Karate
(Sec 001); 1 cr; OPT No Aud; prereq 1035 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Shotokan Karate (traditional) is based on non-contact and emphasizes self-defense principles. The class will focus on improving all basic techniques which were taught in Section I, Beginners Course. More detailed information will be discussed on utilization of inner forces which create movement, and focus on principles in the development of speed and force. The course will also include the introduction of Kata (form) specifically, Heian Sho-Dan and Kumite (Ippon Kumite) which is a form of beginning sparring.
Class time: 15% Discussion, 85% training and 5% exams.
Work load: no work outside of class (Purchase of Gii (uniform) mandatory).
Grade: 20% mid-semester exam(s), 70% final exam, 10% attendance.
Exam format: Multiple choice, true/false, matching

PE 1138 Intermediate Tennis
(Sec 001, 002); 1 cr; OPT No Aud; prereq 1038 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This class is designed for players with at least a fundamental level of experience. Topics to be covered include: tennis terminology, review of stroke fundamentals, positioning and basic strategy for singles and doubles, footwork, shot selection and tennis etiquette.
Class time: 15% Discussion, 85% drills and play.
Work load: 10 pages of reading per week, 2 exams
Grade: 25% mid-semester exam(s), 25% final exam, 50% class participation
Exam format: Multiple choice, T/F, short answer.

PE 1154 Figure Skating
(Sec 001, 002); 1 cr; OPT No Aud; prereq 1053 or equiv or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This class is for intermediate to advanced figure skaters or those who have successfully completed PE 1053. Previous knowledge of skating fundamentals such as forward and backward crossovers, turns and stopping is required. Advanced skating skills will be taught with an emphasis on Jumps, Spins, Moves in the Field footwork sequences, beginning Ice Dance and choreography. Figure Skate rental available on site.
Class time: 25% lecture, 75% Laboratory
Work load: 2 exams, One written exam, one skills exam
Grade: 35% in-class presentations, 30% class participation
Exam format: Short answer

This information is accurate as of: 10/27/2005 at 2:13 PM
tumbling including rolls, handstands, cartwheels, extensions, handsprings, sommies, twisting, and combinations, accompanied by the appropriate spotting techniques. Students will experience teaching a skill to a small group of classmates, and create a floor exercise routine by the standard of USA gymnastics rules and guidelines.

**Class time:** 15% lecture, 85% participation.

**Work load:** 2-10 pages of reading per week, 2 exams, 1 project, 1 routine.

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

**Exam format:** Participation/skills test.

---

**PE 1205 Scuba and Skin Diving**

(Sec 001, 003, 005): 1 cr; OPT No Aud; prereq Ability to swim 400 yds comfortably 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. Please check the website http://SuperiorExpeditions.com/ for forms and notes for requirements and limitations for SCUBA diving. There will be a $85 course fee.

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

**Work load:** 30 pages of reading per week, 5 exams. Please read medical forms and information before registering for PE 1205 SCUBA.

**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 002): 1 cr; S-N only; meets DELM req of classroom

**Instructor:** STAFF

**Description:** PMed 1002, Orientation to Physical Therapy is a survey course designed to provide information about physical therapy as a career choice. Lecture topics include physical therapy practice areas of pediatrics, geriatrics, sports medicine, orthopedics and neurological rehabilitation. Lectures on history, general practice issues, patient perspectives, career specialization, pre-requisite courses, clinical exposure and admissions are also included. Students are required to write summaries of selected lectures and to complete a short essay examination.

---

**Physics**

148 Tate Laboratory of Physics: 612/624-7375

**Phys 1001W Energy and the Environment**

(Sec 100): 4 cr; prereq 1 yr high school algebra; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; 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

This information is accurate as of: 10/27/2005 at 2:13 PM
this course requires you to understand the material in depth; we will go at a pace which should make that possible. This is not a survey of all physics. Phys 1101W will emphasize the dynamics approach to physics with the description of motion of interacting objects and the forces that they exert on each other. We don’t assume that you have taken previous physics courses. But it is assumed that you are able to do algebra, including solving quadratic and simultaneous equations, interpret simple graphs, and know some basic geometry, especially the geometry of triangles; the use of sine, cosine, and tangent; and the Pythagorean theorem. A laboratory is included to allow you to apply both the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A recitation section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills.

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

Work load: 20 pages of reading per week, 20 pages of writing per semester, 5 exams, 7 laboratory reports

Grade: 30% mid-semester exam(s), 30% final exam, 10% written reports/papers, 15% quizzes, 10% lab work, 5% problem solving

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); Credit will not be granted if credit has been received for: PHYS 1301, PHYS 1301W, PHYS 1302W, PHYS 1302W, PHYS 1401, PHYS 1401W, PHYS 1401V, PHYS 1501; 5 cr; prereq 1201; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This is the first semester of a 2 semester course 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

Phys 1301W Introductory Physics for Science and Engineering I

(Sec 100); Credit will not be granted if credit has been received for: PHYS 1201, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1202W, PHYS 1301W, PHYS 1401, PHYS 1401V, PHYS 1401W, PHYS 1501; 5 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: Zudov, Michael Clarkin, Joyce

Description: This is the first of a three semester introductory course in physics for students in sciences and engineering.1301W/1302W, 2503 is designed to prepare you for work in your field by: building a solid conceptual understanding of real world applications based on a few fundamental principles of physics; practicing solving realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth. The emphasis will always be on the application of physics to real life situations and a large fraction of the problems will be designed to simulate such situations. 1301W will emphasize the application of physics to mechanical systems beginning with the description of motion of interacting objects and the forces that they exert on each other. Conservation ideas will also be used to describe the effect of interactions on systems of objects. A laboratory is included to allow you to apply both the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A discussion section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills. This course assumes a background equivalent to high school physics and some familiarity with calculus.

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

Work load: 15 pages of reading per week, 4 exams, 8 lab reports

Grade: 25% final exam, 45% quizzes, 15% class participation, 15% problem solving

Exam format: A combination of quantitative problem solving and short qualitative statements or multiple choice

Course URL: http://www.physics.umn.edu

Phys 1302W Introductory Physics for Science and Engineering II

(Sec 100, 300, 400, 500); Credit will not be granted if credit has been received for: PHYS 1202, PHYS 1202W, PHYS 1202W, PHYS 1202W, PHYS 1402, PHYS 1402V, PHYS 1402V, PHYS 1502; 4 cr; prereq 1301, concurrent enrollment Math 1272 or Math 1372 or
Phys 2303: Physics III: Physics of Matter  
(Sec 001); Credit will not be granted if credit has been received for: PHYS 2403, PHYS 2403V, PHYS 2403H, PHYS 2403H, PHYS 2503, PHYS 2503, PHYS 2503; 4 cr; prereq 1302, [Math 1272 or Math 1372 or Math 1572H]; meets DELM req of classroom  
Instructor: STAFF  
Description: This is the continuation of a three semester introductory course in physics for students in science 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. 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 qualitative problem solving and short qualitative statements or multiple choice  
Course URL: http://www.physics.umn.edu

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 qualitative problem solving and short qualitative statements or multiple choice  
Course URL: http://www.physics.umn.edu

Phys 2411: Introduction to Solid-State Physics  
(Sec 001); 3 cr; prereq 4101, 4201; meets DELM req of classroom  
Instructor: Shklovskii, Boris I Clarkin, Joyce  
Description: A modern presentation of the properties of solids. Topics include vibrational and electronic properties of crystals; diffraction of waves in solids and electron band structure. Other possible topics include optical properties, magnetic phenomena, and superconductivity; non-crystalline solids, such as glasses and polymers.  
Class time: 100% lecture  
Work load: 30 pages of reading per week, 1 exams, 1 problem set per week  
Grade: 50% final exam, 50% problem solving  
Exam format: Problem Solving  
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: Wygant, John R Clarkin, Joyce  
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  
Work load: 15 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, 1 oral report  
Grade: 15% mid-semester exam(s), 25% final exam, 20% written report/papers, 20% in-class presentations, 20% problem solving  
Course URL: http://www.physics.umn.edu

Plant Biology  
220 Biological Sciences Center: 612/625-1234

PBio 1212: Plants and Society  
(Sec 001); 3 cr; prereq Non-biology major; meets CLE req of Writing Intensive; meets CLE req of Environment Theme; meets DELM req of classroom  
Instructor: Charvat, Iris D  
Description: This class will explore the ways that plants have been used by human societies throughout history. It is designed for undergraduate non-majors and will include basic information about plant structure, function, and reproduction. Possible topics for discussion in this course include: the origins of agriculture and early...
PBio 4993 Directed Studies
(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

PBio 4996 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

PBio 5090 Issues in Plant Pathology
(Sec 001); 1-4 cr, 1 repeat allowed; meets DELM req of classroom
Instructor: STAFF
Description: Current topics and research in plant pathology. Directed at undergraduates (junior and senior) as well as graduate students. Consult Class Schedule or department for current offering.
Class time: 50% lecture, 50% Discussion
Work load: depends on topic and instructor
Grade: 100% special projects, 0% depends on topic and instructor

PBio 5999 Special Workshop in Plant Pathology
(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom
Instructor: STAFF
Description: Special workshops involving current issues and/or techniques (experimental and laboratory) in plant pathology. Directed towards senior undergraduates and graduate students.
Class time: Grade: 100% special projects, 0% Depends on the nature of the workshop experience.

Polish

169
This information is accurate as of: 10/27/2005 at 2:13 PM
"choice" operates and plays a role in this context is the background question throughout the whole class.

**Class time:** 55% lecture, 25% Discussion, 20%

**Work load:** 30-80 pages of reading per week, 4-6 pages of writing per semester, 3 exams, 1 papers

**Grade:** 40% mid-semester exam(s), 35% final exam, 25% written reports/papers

**Exam format:** Short answers, short essays.

**Course URL:** http://www.polisci.umn.edu/courses/spring2006/3051/002/

---

**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 conducting field research on politics or government may receive credit for academic work completed in association with their research. Typically students will write a substantial research paper (20 pages or more) that incorporates their field research into the political science literature on their topic. Students must arrange for credit no later than the end of the first week of the semester. To enroll for this course, contact the instructor.

**Class time:** 100% Fieldwork/Participant-Observation

**Work load:** 100 pages of reading per week, 20-30 pages of writing per semester, 1 papers

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

---

**Pol 3080 Faculty-Supervised Individual Internships**

(Sec 001); 3-13 cr; max crs 15, 3 repeats 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: weekly journal, 5-7 page essay, 10 page research paper. Acceptable internships include: US Congress, MN state legislature, federal, state, and local gov't agencies, as well as political parties, campaign organizations, and non-governmental advocacy groups. To enroll in this course, students must first arrange their internship, and then contact the instructor before the semester begins. Students who do not contact the instructor before the end of the first week of the semester will NOT be enrolled in this course.

**Class time:** 100% Fieldwork/Participant-observation

**Work load:** 20 pages of reading per week, 20-30 pages of writing per semester, 2 papers

---

**Pol 3085 Quantitative Analysis in Political Science**

(Sec 001, 002); 4 cr; A-F only; prereq 9 cr social sciences or instr consent; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

**Instructor:** STAFF


**Class time:**

**Work load:** 30-50 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers, 3 homework assignments; paper is 5 pages, double-spaced data analysis project

**Grade:** 30% mid-semester exam(s), 40% final exam, 15% written reports/papers, 15% homework

**Exam format:** Multiple choice, problem solving, and short answer
Description: The historical background of our studies of Western political theory begins with the dynamic formation of c5th-4th BCE Greek city states, where democratic Athens is the great symbolic image, and Thucydides, Socrates, Plato, and Aristotle are the monumental theorists of cultural and societal breakdown, the ravages of war, justice/citizenship/democracy; kingship and tyranny; and the meaning of the "good life." Rome's imperial transformation of the political universe takes us to Cicero's troubled response to the impending doom that faces the Roman republic. The downfall of pagan Rome and the rise of a new order built upon Christianity sets the stage for St. Augustine's masterful Christian imaginary of original sin, good and evil, love and lust, and the two (earthly and heavenly) realms. We conclude with Thomas Aquinas' attempt to theorize a rationally ordered relation between the spheres of church/state, law/scripture, and the human/divine. Our readings are directed toward understanding classical texts in Western political thought, but also attentive to how the theories and concepts we encounter have immediate resonance for our capacity to face up to politics and then think seriously about the most important of political questions: "What is to be Done?"

Class time: 80% lecture, 20% Discussion

Work load: 75-130 pages of reading per week, 16-25 pages of writing per semester, 2 papers, 8-10 pp; five briefs (1p.); due on discussion days, & final "quiz"

Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: Short answer quiz (last day of class) can raise grade, but not lower it.

Pol 3319 Education and the American Dream
(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Instructor: Abernathy, Scott F

Description: This course is intended as introduction to education politics and policy in the United States. It is designed for any student who might have an interest in exploring education, public policy, or American government. Topics will include equality of educational opportunity, educating democratic citizens, school finance, the role of political institutions in making educational policy, and efforts to reform and remake American education, including charter schools and private school vouchers. By the end of the course, students should have a basic understanding of the provision of education in the United States, including the ways in which education is governed and the institutions involved in that governance. Students should be able to critically reflect on the degree to which American education fulfills the sometimes-competing goals Americans have for our schools.

Class time: 75% lecture, 25% Discussion

Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers

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

Exam format: essay, short essay

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 Social Science Core; meets DELM req of classroom

Instructor: Guisan, Catherine Blanche

Description: The decolonization movement made of political development a major field of study in political science. We will learn how scholars have thought about this phenomenon and explained its variations across time and space while keeping in mind one central focus of inquiry: the extent to which human agency explains and/or determines political development. Since the fall of the Iron Curtain in 1989 some social scientists conflate political development with democratization. We will discuss critically this assumption and the prospects for democratization in the world. After Spring break we will shift from a primarily domestic focus to a utilitarian perspective on the political context in decision-making by political leaders. We will examine how the personalities of political leaders affect the type and quality of their decision-making, how group processes interfere with or enhance good decision-making, how decision-makers employ historical analogies and broader metaphors when they decide the fate of nations. We will examine these general forces by conducting case studies of Presidential decision-making, including the Bay of Pigs, Watergate, Iran-Contra, the democratic accountability among states and their respective citizens.

Likewise we will examine the political impact of economic globalization. Each class will be a mixture of lecture, discussion, occasional videos and guest lectures from the countries studied. The course will be web enhanced using a listserve to communicate with each other. The course is appropriate for undergraduates, majors and non-majors.

Class time: 50% lecture, 10% Closed Circuit TV, 25% Discussion, 15% guest lectures

Work load: 60-90 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, prepare questions for one class discussion

Grade: 20% mid-semester exam(s), 25% final exam, 30% written reports/papers, 10% paper outline; 15% questions for discussion

Exam format: short definitions and two short essays
Pol 4308 Congressional Politics and Institutions  
(Sec 001); 3 cr; A-F only; meets DELM req of classroom  
Instructor: Miller, Joanne Marie  
Description: This course will provide an introduction to persuasion and political propaganda. We will then discuss the primary theories in persuasion and propaganda that could be applied to designing and analyzing propaganda campaigns. We will then apply these theories to analyze WWII and WWII propaganda posters, propaganda films, and political campaign commercials. This course is intended to be 1/3 or less lecture and 2/3 or more discussion. I intentionally limited the number of students in this class to facilitate class discussion and group exercises.  
Class time: 30% lecture, 30% Discussion, 40% movies  
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers  
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% special projects, 20% class participation  
Exam format: short answer/essay  

Pol 4737 American Political Parties  
(Sec 001); Credit will not be granted if credit has been received for: POL 5737, POL 5737; 3-4 cr; max crs 4, 1 repeat allowed; prereq 1001 or 1002, non-pol sci grad major or instr consent; meets DELM req of classroom  
Instructor: Pearson, Kathryn Lynn  
Description: The primary purpose of this course is to introduce you to the function and organization of the judicial system in the United States, with an emphasis on the decision-making of judges at both the state and federal level, most notably the justices of the Supreme Court. Judges play an integral role in the policy process. While some believe that the courts have become too involved in the policy process, few would dispute that courts are far more involved in the policy process than ever before. In recent years, the Supreme Court has rendered decisions on issues such as legislative reapportionment, the limitations states can place on access to abortion, the application of the death penalty, the ability of Congress to regulate content on the Internet, and even becoming involved in the 2000 presidential election. In addition, lower state and federal courts are intimately involved in the policy process as well, making the study of these institutions vital to our understanding of the American political process. In this course, we will focus on the courts as both legal and political institutions, with an emphasis on the political nature of judicial decision making, and the relationship between the courts and the other branches of government. While much of the course will be dedicated to the study of the Supreme Court, we will also address the role and function of trial and appellate courts, both on the state and federal levels.  
Class time: 75% lecture, 25% Discussion  
Work load: 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers  
Grade: 25% mid-semester exam(s), 50% final exam, 25% written reports/papers  
Exam format: Essay  

This information is accurate as of: 10/27/2005 at 2:13 PM  
173
in the U.S.; the dilemma of third parties; the role of parties in campaigns and elections; the role of parties in the electorate; the role of parties in the government; and the impact of recent campaign finance reform on parties. We will meet once a week for three hours, divided between lecture and participation. Students will be required to make presentations and lead class discussions.

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

**Workload:** 150 pages of reading per week, 1 exams, 2 papers

**Grade:** 20% final exam, 40% written reports/papers, 20% in-class presentations, 20% class participation

**Exam format:** essay and short answer

---

**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.

**Workload:** 10-15 pages of writing per semester, 1 papers

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

**Exam format:** None

---

**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 3004W 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**

**N-218 Elliott Hall:** 612/625-4042

---

**Psy 1001 Introduction to Psychology**

(Sec 001, 025-026): 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:** Briggs, Kathleen Helen

**Description:** Psy 1001 (4 credits), a prerequisite for all advanced Psychology courses, introduces the scientific study of human behavior and mind. Students meet three times a week for multi-media megaclass lectures given by a team of faculty and once a week in small activity-oriented discussion sections. The course focuses on scientific explanations and real world examples of how individuals understand and make sense of their world and experiences. We focus on the problems, methods and research findings of psychology and introduce students to the biological basis of behavior; physical, emotional and cognitive development; models of learning, memory, and representation of the world; individual differences in personality.
and intelligence; abnormal behavior and treatment and social influences on individual behavior. In addition, Psy 1001 has a writing component to encourage students in the skills of academic discourse. Eight times during the term each section of students participate in an on-line discussion of a controversy in Psychology and write a brief paper summarizing their conversation. The skills practice include developing a hypothesis, providing supporting evidence, critically evaluating the evidence provided by others, listening and responding respectfully to the conclusions and evidence of others.

Class time: 70% lecture, 30% Discussion
Work load: 40 pages of reading per week, 15 pages of writing per semester, 4 exams, 8 papers, We require participation in an on-line conversation.
Grade: 40% mid-semester exam(s), 28% final exam, 20% written reports/papers, 12% class participation
Exam format: multiple choice exams
Course URL: http://www.psych.umn.edu/psycourses/psy1001/default.htm

Psy 1001 Introduction to Psychology
(Sec 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: Brothen, Thomas !!Morse Alumni Award!!
Description: Psy 1001 is a 4 credit introduction to the scientific study of human behavior and mind, and a prerequisite for all advanced Psychology courses. Students meet the first week for a course introduction and the last week for a final exam. They complete online exercises and quizzes with WebCT over the Internet. The course focuses on scientific explanations and real world examples of how individuals understand and make sense of their world and experiences. It deals with the problems, methods and research findings of psychology and introduces students to the biological basis of behavior; physical, emotional and cognitive development; models of learning, memory, and representation of the world; individual differences in personality and intelligence; abnormal behavior and treatment and social influences on individual behavior.
Class time: 100% WebCT Internet exercises and quizzes
Work load: 700 pages of reading
Grade: 30% final exam, 5% written reports/papers, 65% quizzes
Exam format: multiple choice and fill-in
Course URL: http://webct3.umn.edu/webct/

Psy 1001 Introduction to Psychology
(Sec 033): Credit will not be granted if credit has been received for: GC 1281, GC 1281, GC 1281; 4 cr; prereq credit will not be granted if credit has been received for: GC 1281; meets CLE req of Social Science Core; meets DELM req of internet delivered; meets DELM req of classroom
Instructor: Maurer, Steven Thomas
Description: Psy 1001 is a 4 credit introduction to the scientific study of human behavior and the mind, and a prerequisite for all advanced Psychology courses. Students will meet two nights a week, with classes including lectures, class discussions, small group activities, and films. The course focuses on scientific explanations and real world examples of how individuals understand and make sense of their world and experiences. We focus on the problems, methods and research findings of psychology and introduce students to the biological basis of behavior; physical, emotional and cognitive development; models of learning, memory, and representation of the world; individual differences in personality and intelligence; abnormal behavior and treatment and social influences on individual behavior. At the end of this course all of you should a) know the basic terms, concepts, principles, methods, and perspectives of psychology, b) be able to apply this knowledge to your own life and the world around you, and c) be able to think critically about psychology and pop psychology.
Class time: 60% lecture, 20% Discussion, 20%
Work load: ~90 pages of reading per week, ~15 pages of writing per semester, 4 exams, 2 papers
Grade: 14% written reports/papers, 69% quizzes, 7% In-class writing assignments
Exam format: multiple choice, short and long answer
Course URL: http://personal4.stthomasa.edu/stmaurer/Personal/Psy1001/Main.html

Psy 1001 Introduction to Psychology
(Sec 031): Credit will not be granted if credit has been received for: GC 1281, GC 1281, GC 1281; 4 cr; prereq credit will not be granted if credit has been received for: GC 1281; meets CLE req of Social Science Core; meets DELM req of internet delivered; meets DELM req of classroom
Instructor: Purvanova, Radostina Krassimirova
Description: This course is designed to introduce students to the broad discipline of psychology by focusing on a different psychological specialty each week. Specifically, the course will cover research methods available to psychologists, motivation and emotion, theories of learning, memory processes, social psychology, personality, developmental psychology, and intelligence. Other topics may also be discussed. The course is recommended for freshmen and sophomores.
Class time: 80% lecture, 20% Discussion
Work load: 20-30 pages of reading per week, 15 pages of writing per semester, 4 exams, 2 papers, 8 to 10 in-class graded group activities
Grade: 30% mid-semester exam(s), 30% final exam, 15% written reports/papers, 25% in-class small group activities
Exam format: Multiple choice
Course URL: http://www.psych.umn.edu/courses/fall05/purvanovar/psy1001/default.htm

Psy 1001 Introduction to Psychology
(Sec 032): Credit will not be granted if credit has been received for: GC 1281, GC 1281, GC 1281; 4 cr; prereq credit will not be granted if credit has been received for: GC 1281; meets CLE req of Social Science Core; meets DELM req of internet delivered; meets DELM req of classroom
Instructor: Shryack, Jessica R
Description: Psychology is a social science discipline where researchers strive to understand the human experience from a variety of perspectives (e.g. social, cognitive, biological) using multiple methods including survey methods, case studies and experiments. By the end of the this course, students should: 1) be familiar with the major findings from different research areas in psychology, 2) understand and be able to critically evaluate the scientific merit of psychological research, 3) and understand the role of psychological research in everyday life.
Class time: 80% lecture, 20% Discussion
Work load: 30-40 pages of reading per week, 20 pages of writing per semester, 4 exams
Grade: 30% mid-semester exam(s), 30% final exam, 10% problem solving, 30% There will be 4 exams in the course. 90% of the grade, excluding extra credit, will come from the exams.
Exam format: Multiple choice and short essay

Psy 3005W Introduction to Research Methods and Statistics
(Sec 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: Nichol, Penny E
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, 4 exams, 8 papers, 11 quizzes; 8 statistical computation assignments; required attendance and group participation
Grade: 24% mid-semester exam(s), 16% final exam, 35% written reports/papers, 9% quizzes, 16% problem solving
Exam format: multiple choice, short answer, and statistical computation
Course URL: http://vista.umn.edu

Psy 3005W Introduction to Research Methods and Statistics
(Sec 012, 013); 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

Psy 3051 Introduction to Cognitive Psychology
(Sec 001); 3 cr; prereq 1001, [1001, 3005W]; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: STAFF
Description: Psy3051 is an introduction to the scientific study of the mind in terms of representation and processing of information. Research and theory on cognitive abilities such as perception, attention, memory, language, and reasoning. Aspects of computational modeling and neural systems.

Exam format: multiple choice

Psy 3051 Introduction to Cognitive Psychology
(Sec 001); 3 cr; prereq 1001; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: STAFF
Description: Psy3051 is an introduction to the scientific study of the mind in terms of representation and processing of information. Research and theory on cognitive abilities such as perception, attention, memory, language, and reasoning. Aspects of computational modeling and neural systems.

Exam format: multiple choice

Psy 3031 Introduction to Sensation and Perception
(Sec 001); 3 cr; prereq 1001; meets DELM req of classroom
Instructor: STAFF
Description: Psy3031 is an introduction to sensory systems and perceptual processes, with an emphasis on vision and hearing, but also covering smell, taste, and touch. Topics covered include the anatomy and physiology of the sense organs, demonstrating the relationship between the physical stimulus and the neural response that elicits it. Students will proceed to the more complex psychological aspects of perception as they have been revealed through the specialized experimental methods of perceptual research, relating psychology back to physiology whenever possible. Successful students will become familiar with the methods of perceptual research and the major sensory modalities covered in the course. The course is intended for undergraduates who have had little previous exposure to these topics.

Class time: 90% lecture, 10% in-class demonstrations
Work load: 40 pages of reading per week, 3 exams, Weekly extra-credit quizzes
Grade: 33% Each exam
Exam format: Multiple choice and short answer

Psy 3031 Introduction to Cultural Psychology
(Sec 001); 3 cr; prereq 1001; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: STAFF
Description: This course is intended to familiarize you with various types of psychopathology, or mental disorders. Students will learn the diagnostic criteria for these disorders as well as the descriptive information needed to give you a sense of what these disorders are like. We will also cover the demographic features of the disorders and theories about causal factors. Treatment may be covered, but will

Exam format: Multiple choice

Psy 3604 Introduction to Abnormal Psychology
(Sec 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: Lloyd, Martin Daniel
Description: This course is intended to familiarize you with various types of psychopathology, or mental disorders. Students will learn the diagnostic criteria for these disorders as well as the descriptive information needed to give you a sense of what these disorders are like. We will also cover the demographic features of the disorders and theories about causal factors. Treatment may be covered, but will

Exam format: Multiple choice
not be a major component of the course (if you are interested in treatment, you are referred to PSY 3617, Intro to Clinical Psychology). This course will also explore the idea of what it means for behavior to be abnormal and how we make this decision. We will discuss the consequences of labeling behavior as abnormal. Finally, we will introduce you to the DSM-IV-TR, the diagnostic system used by psychologists and psychiatrists and explore alternative diagnostic systems, focusing on a view of psychopathology as an extension of normal personality traits.

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

**Work load:** 30-40 pages of reading per week, 3 exams

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

**Exam format:** predominately multiple choice with short essays and case studies

**Course URL:** http://www.psych.umn.edu/courses/lloydmpsy3604/

---

**Psy 3617 Introduction to Clinical Psychology**

**(Sec 001); 3 cr; prereq 3604 or 5604H; meets DELM req of classroom**

**Instructor:** Grove, William Merrill

**Description:** Target audience: mostly majors, who must have taken Psy 3604 (Abnormal Psychology) or equivalent. This course is meant to familiarize students with the field of clinical psychology, primarily as it exists in the U.S. The course first briefly discusses the history of clinical psychology, then outlines training programs (including how to get into graduate school, and what programs are like once one gets in). The rest of the course covers clinical assessment, psychological interventions, and psychopathology and treatment research. This course may help students considering a career in clinical psychology, decide whether this field appeals to them. Main text: Trull's Introduction to Clinical Psychology. Students also read about a dozen empirical research articles in a reading packet. The course is lecture and discussion format. Exams include a mid-term and a final, non-cumulative in coverage and having equal weight. Students usually consider the exams in this course fairly difficult.

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

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

**Grade:** 66% mid-semester exam(s), 33% final exam, 0% Actually 33% on final; and 33% each of 2 mid-semester exams

**Exam format:** multiple choice

**Course URL:** http://www.psych.umn.edu/psycourses/GroveW

---

**Psy 3666 Human Sexuality**

**(Sec 001, 002); 3 cr; prereq 1001; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Overview of theories, research, and contemporary issues in human sexual behavior from an interdisciplinary perspective. Topics include sexual anatomy and physiology, hormones and sexual differentiation, cross-cultural perspectives on sexual development, social and health issues, and sexual dysfunction and therapy.

---

**Psy 3711 Introduction to Industrial and Organizational Psychology**

**(Sec 001); 3 cr; prereq [1000, 3005 or 4801 or equiv, 1001 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Application of psychological theory and research to recruitment, personnel selection, training and development, job design, work motivation, leadership, performance assessment, and job satisfaction measurement.

---

**Psy 3902W Major Project in Psychology**

**(Sec 001, 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 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:** Overmier, J. Bruce

**Description:** Discovery of the causal mechanisms for human dysfunctions often requires application of the experimental method. But this method may not be appropriate or ethical with humans. Then animals may be called upon as models for a particular disorder. How are models developed and validated? What can we learn? Have models been successes? Failures? What are the ethical and regulatory considerations for such work? Several exemplary efforts at modelling...
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.  
Class time: 100% Determined by faculty advisor  
Work load: 3 Hours each week per registered credit.  
Grade: 100% Determined by faculty advisor  
Exam format: Typically, there are no exams

Psy 3996 Undergraduate Fieldwork and Internship in Psychology  
(Sec 002); 4 cr; max crs 12, 4 repeats allowed; prereq 1001, instr consent, dept consent, college consent; meets DELM req of independent study; meets DELM req of classroom  
Instructor: Dean, Brooke Lyn  
Description: The Psychology Service Internship Seminar is an applied course designed to offer undergraduate students the opportunity to develop practical, work-related skills through service while also learning, 1) how the discipline of psychology is at work in the larger community and 2) how the major in psychology can provide preparation for various careers. In addition to the time spent on-site at your internship, you will complete reflective exercises, complete readings related to each area of the discipline represented by internship sites, participate in discussions intended to deepen your understanding of applications of psychological concepts, and complete a final project and oral presentation related to your internship experience. A portion of the course will also be devoted to your career development. Prerequisites: Psy 1001, psychology major or minor, others as determined by sponsoring organizations.

Psy 4011 Applied Behavioral Psychology  
(Sec 001); 3 cr; prereq 3011, instr consent; meets DELM req of classroom  
Instructor: Peterson, Gail Burton !CL! Distinguished Tchg Awd!  
Description: Modern behaviorism and its practical application. Emphasis on functional analyses of behavior deficits or excesses, and the design and implementation of practical and humane interventions to produce appropriate and meaningful behavior change. A significant part of the course involves training a live animal over several weeks of in-class operant conditioning exercises. In keeping with the pragmatic and humane philosophy of the course, these exercises involve direct trainer-trainee interaction using positive reinforcement only. Students shape new responses, build complex behavior chains, train simple and conditional visual discriminations, identify controlling stimuli, and generalize discriminated operant behavior to generic stimulus categories. Toward the end, specific attention is given to certain practical problems, such as teaching children with autism. Two medium-size textbooks, one on the philosophy of behaviorism [The Psychology of B. F. Skinner, O'Donohue & Ferguson (2001)] and another on applications [Behavior Modification: Principles & Procedures, 3rd Ed., Miltenberger, 2004], together with a downloaded manual for the in-class exercises, constitute the bulk of the required reading. Lectures, Internet materials and discussions supplement the reading. Grades based on write-ups of the training exercises, two midterm exams, and a comprehensive final.

Psy 4012 Behavior Analysis and Autism  
(Sec 001); 4 cr; A-F only; prereq Reliable transportation, instr consent; meets DELM req of classroom  
Instructor: Peterson, Gail Burton !CL! Distinguished Tchg Awd!  
Description: Students registered in Psy 4011:Applied Behavioral Psychology, or who have already completed that course, may be eligible to register for this special service-learning opportunity on modern behavioral interventions for children with autism. With the instructor's approval, course is also available to parents or other caregivers with a special interest in effective interventions for autism. Through weekly reading assignments, lectures and discussions, participants learn the principles and techniques currently employed to help young children with autism acquire functional language, appropriate social behavior, and general academic and living skills. Students also gain substantial experience working directly with autistic children in off-campus service-learning settings under the supervision of qualified professionals engaged in the application of applied behavior analysis (ABA) therapy. This field experience involves a MINIMUM of 5 hours per week (two 2 hour shifts plus one 1 hour team meeting) for 12 weeks learning to do one-on-one therapy at either a center-based or home-based ABA program site. Reliable personal transportation, e.g., your own car, is essential. Issues of professional ethics, social responsibility, and scientific and moral philosophy pertaining to the education of children with autism in our society and around the world are also addressed. Grading is based on class participation, competency evaluations at the service-learning site, and performance on the final exam.  
Class time: 30% lecture, 70% Supervised internship experience at off-campus site.  
Work load: 50 pages of reading per week, 1 exams  
Grade: 50% final exam, 10% class participation, 40% Competencies demonstrated at internship site.  
Exam format: Short answer, essay, multiple choice

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
Psy 4993 Directed Research: Special Areas of Psychology and Related Sciences
(Sec 001, 006, 027, 031, 033, 040, 042-048); 1-6 cr; max crs 48, 8 repeats allowed; prereq instr consent, dept consent; 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; meets HON req of Honors
Instructor: Fletcher, Charles R
Description: The major goals of this course are to familiarize you (as a Psychology Department honors major) with research opportunities available in the University of Minnesota Psychology Department. You will work closely with 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 read assignments before each class.
Class time: 25% lecture, 75% work on individual research projects
Work load: 20 pages of reading per week, 40 pages of writing per semester, 4 papers, 1 in-class presentation, 6 reviews of other student's papers
Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation
Exam format: none

Psy 4996H Honors Internship/Externship
(Sec 001); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Honors, instr consent, dept consent, college consent; meets DELM req of classroom; meets HON req of Honors
Instructor: Staff
Description: The Honors Internship/Externship provides Psychology Honors Students with an opportunity to gain practical experience in a "real life" setting relevant to an academic interest in psychology. The objective is for the student to learn practical skills and discover work in a particular career area. Opportunities may be coordinated through the Career and Community Learning Center. A written report describing the experience and its consequences is required. Written evaluation from the internship supervisor will be considered as part of the evaluation. Registration requires a contract between a faculty member and the student, and approval from the department. Registration instructions are available in 105 Elliott Hall.
Class time: 100% varies by advisor
Work load: 3 hours of academic work each week per credit
Grade: 100% varies by advisor
Exam format: Typically, there are no exams

Psy 5018H Mathematical Models of Human Behavior
(Sec 001); 3 cr; prereq Math 1271 or instr consent; meets DELM req of classroom
Instructor: Schniter, Paul Robert
Description: Mathematical models of complex human behavior, including individual and group decision making, information processing, learning, perception, and overt action. Specific computational techniques drawn from decision theory, information theory, probability theory, machine learning, and elements of data analysis.

Psy 5061 Neurobiology of Behavior
(Sec 001); Credit will not be granted if credit has been received for: PSY 3601; 3 cr; prereq 3005W or Biol 1009 or instr consent; meets DELM req of classroom
Instructor: Gewirtz, Jonathan C
Description: This course provides an overview of our current state of knowledge regarding the neural substrates of a range of functional and dysfunctional behaviors. The first section of the course briefly reviews some of the fundamentals of behavioral neuroscience, e.g., synaptic transmission, action potentials, major anatomical divisions of the brain, experimental techniques. The second section covers sensory and motor systems. The third section reviews a range of complex behavioral functions such as eating, reproductive behavior, memory, and sleep. Finally, the course focuses on the biology of a variety of forms of mental illness, including schizophrenia and depression, and their pharmacological treatments. Some textbook reading assignments will be supplemented with brief, up-to-date journal articles related to the course material.
Class time: 80% lecture, 20% Discussion
Work load: 50-100 pages of reading per week, 4 quizzes; 1 paper (2 pages for undergraduates, 10 for graduate students)
Grade: 25% written reports/papers, 75% exams
Exam format: Multiple choice and short answer

Psy 5064 Brain and Emotion
(Sec 001); A-F only; prereq 3061 or 5061 or instr consent; meets DELM req of classroom
Instructor: Cuthbert, Bruce Newell
Description: This course will explore contemporary approaches to research on emotional processes, and the systems in the brain that implement emotional behavior. The course includes coverage of emotional processes as they are studied both in humans and in animals. Related affective processes such as mood and temperament will also be discussed. Discussion will emphasize the need to think critically about emotional behavior and subjective feelings as they relate to activity in various parts of the brain.
Class time: 65% lecture, 35% Discussion
Work load: 25-40 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers
Grade: 30% mid-semester exam(s), 40% final exam, 20% written reports/papers, 10% class participation
Exam format: multiple choice, 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 trительнial methodologies like twin and adoption studies as well as cyto genetic 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

This information is accurate as of: 10/27/2005 at 2:13 PM
179
Psy 5138 Psychology of Aging  
(Sec 001); 3 cr; prereq 3005W or equiv; meets DELM req of classroom  
Instructor: Gershenson, Celia Wolf  
Description: The major focus of this course is to identify and describe those factors that contribute to the normal aging process. We will concentrate on the behavioral changes that occur during late adulthood. We also will discuss factors that change minimally with age. Among the topics to be covered are: demographics, research methodology, attention, learning, memory, mental abilities, personality, psychopathology, cognitive impairment, social factors, and biological aspects of aging as related to psychological processes. We will also touch upon the application of research findings as well as ethical and policy issues. The emphasis will be on empirical findings and related conceptual and theoretical approaches. In brief, we will attempt to differentiate between myths and facts through the scientific study of adult development. We will attempt to identify the factors that contribute to successful or optimal aging. The overall conceptual approach is a life span developmental one.  
Class time: 60% lecture, 35% Discussion, 5% In class demonstration and exercises  
Work load: 25-50 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, 3 exercises evaluating media coverage of aging issues  
Grade: 40% final exam, 20% written reports/papers, 40% quizzes  
Exam format: Multiple choice, short answers, short essays.  
Course URL: http://www.psych.umn.edu/courses/spring05/gershenson/psy5138

Psy 5202 Attitudes and Social Behavior  
(Sec 001); 3 cr; prereq 3201 or instr consent; meets DELM req of classroom  
Instructor: Borgida, Eugene UCLA Distinguished Tchg Awd; Morse Alumni Award!!  
Description: No one area of theory and research is more identified with the field of social psychology than the study of attitudes and persuasion processes. This course therefore has been designed to review and examine critically both traditional and current theory and research on the psychology of attitudes and persuasion in social psychology and allied fields within psychology and in other social sciences. The first part of the course will cover the historical background of the field, attitude theory, and explicit and implicit measurement, the cognitive structure and functions of attitudes, and the complex relationship between attitudes and behavior. The second part of the course will cover various social psychological theories of persuasion and their diverse applications. Class time will involve lectures by the instructor and guest lecturers, discussion of the text readings, and an occasional video or in-class demonstration.  
Class time: 75% lecture, 25% Discussion  
Work load: 50 pages of reading per week, 25-30 pages of writing per semester, 2 exams, 2 papers  
Grade: 25% mid-semester exam(s), 25% final exam, 50% written reports/papers, 0% Total number of points based on all exams and papers, graded on a curve.  
Exam format: Multiple choice, short ID questions, essay on exam #2  
Course URL: http://www.psych.umn.edu/courses/spring06/borgida/psy5202

Public Affairs  
225 HHHCtr: 612/624-3800

PA 3971 Leadership Minor Field Experience  
(Sec 001); Credit will not be granted if credit has been received for: EDPA 3402; 2 cr; A-F only; prereq [3961 or EdPA 3302], undergrad leadership minor; meets DELM req of classroom  
Instructor: Nobbe, June Elly  
Description: The field experience is an internship-based course that requires students to integrate lessons learned from the core leadership courses into practical leadership situations. Students may choose to have a field experience in a variety of settings, such as local community organizations or educational settings, as long as the selected site works directly with a social issue in the community or world. Each student will be asked to identify two specific goals, competencies or skills he/she wants to work on during the semester. The course will be taught using a combination of experiential learning, individualized presentations, large-group discussions, and critical reflection and writing.  

PA 4490 Topics in Social Policy: Child Labor  
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom  
Instructor: Levison, Deborah  
Description: In the last decade there has been a great upsurge of interest in child labor - from advocates, international organizations, and country-level policy-makers as well as researchers. To address this interest, a new course, "Child Labor" will be taught at the upper-level-graduate (PA 4490) as well as the graduate level (PA 5490). Questions to be addressed include: When is work bad for children? Can children be removed from situations in which they do hazardous work, or can the work be made less hazardous? Is it enough to provide high-quality public education, to draw children into schools and out of work? When children work for their parents, how does that affect policy solutions? Are consumer boycotts in industrialized countries good or bad for child workers and their families? How about trade barriers? How such questions are addressed in policies and programs has the potential to affect the lives of millions of children. Students will write comments on readings and a number of short essays; there will also be exams. Prereq: introduction to microeconomics. Must be at least a junior.  
Class time: 55% lecture, 45% Discussion  

PA 4961W Self-Developed Leadership in the World  
(Sec 001); Credit will not be granted if credit has been received for: EDPA 4303, EDPA 4303W, EDPA 4303W 3 cr; max crs 4, 1 repeat allowed; A-F only; prereq [3961 or EdPA 3302], [3971 or EdPA 3402], undergrad leadership minor; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Atwood, Susan J  
Description: This course, the capstone academic experience in the

This information is accurate as of: 10/27/2005 at 2:13 PM
Undergraduate Leadership Minor sequence, is designed to focus student learning that has been developed in earlier leadership courses. Leadership theory, community building, social change, and interdisciplinary approaches to complex global issues will be the main components in this course. Students will be expected to demonstrate skill in analysis of pertinent literature, write with purpose and clarity, appreciate intense internships, and lead thoughtful group study. In this course, students will finalize portfolios and submit other scholarly products to demonstrate a mature understanding of personal and positional leadership in a changing global context.

PA 5002 Introduction to Policy Analysis
(Sec 001); 2 cr; A-F only; prereq Major in public policy or instr consent; meets DELM req of classroom
Instructor: Myers, Samuel L
Description: Process of public policy analysis from problem structuring to communication of findings. Commonly used analytical methods. Alternative models of analytical problem resolution.

PA 5112 Public Budgeting
(Sec 001); 3 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Penny, Timothy J
Description: Course will focus on budget principles and processes at the state and federal levels. Topics will include budget development at the departmental level, the roles of the chief executive, the legislature and other key players.
Class time: 40% lecture, 30% Discussion, 30% Guests, videos, etc.
Work load: 20-30 pages of reading per week, 10-12 pages of writing per semester, 1 exams, 1 papers
Grade: 45% mid-semester exam(s), 45% written reports/papers, 10% class participation
Exam format: Essay

PA 5122 Law and Public Affairs
(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Overview of evolution of American legal system. Role of courts, legislatures, and political actors in changing law. How law is used to change public policy.

PA 5211 Land Use Planning
(Sec 001); 3 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Physical and spatial basis for community and regional development; public sector’s role in guiding private development processes; issues in design of settlements; and applied case studies examining public regulatory frameworks.

PA 5221 Private Sector Development
(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: Hanson, Warren William
Description: This course is designed to provide the student with a working knowledge of the real estate development process, traditional and non-traditional financing strategies, investment and credit analysis techniques, feasibility analysis tools, and relevant public policy issues. Upon completion of the course, students will be familiar with the roles and responsibilities of developers, investors, lenders, and public officials.
Class time: 40% lecture, 30% Discussion, 30% guest lecturers/experts and discussion
Work load: 75 pages of reading per week, 50 pages of writing per semester, 5 papers
Grade: 70% written reports/papers, 20% in-class presentations, 10% class participation
Exam format: No exams.

PA 5412 Aging and Disability Policy
(Sec 001); 3 cr; prereq Grad or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Description and analysis of policy debates concerning populations that are aging or disabled. Students will learn and practice analysis in context of important health care, social, and economic policy debates. Readings are intended to bring students up to date on current theory and evidence.

PA 5490 Topics in Social Policy: Child Labor
(Sec 002); 1-4 cr; max crs 9, 3 repeats allowed; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Levison, Deborah
Description: In the last decade there has been a great upsurge of interest in child labor - from advocates, international organizations, and country-level policy-makers as well as researchers. To address this interest, a new course, “Child Labor” will be taught at the upper-level-undergraduate (PA 4490) as well as the graduate level (PA 5490). Questions to be addressed include: When is work bad for children? Can children be removed from situations in which they do hazardous work, or can the work be made less hazardous? Is it enough to provide high-quality public education, to draw children into schools and out of work? When children work for their parents, how does that affect policy solutions? Are consumer boycotts in industrialized countries good or bad for child workers and their families? How about trade barriers? How such questions are addressed in policies and programs has the potential to affect the lives of millions of children.
Class time: 55% lecture, 45% Discussion

PA 5490 Topics in Social Policy: Search for Children & Youth Policy in the U.S.
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Schneider, Byron J
Description: Review of contemporary policy issues affecting children and youth in the U.S. and South Africa; identify national standards, norms and principles of youth development; conflicting expectations facing policy-makers; and search for the critical content of youth policy.

PA 5502 Economic Development II
(Sec 001); 2 cr; prereq Grad student or instr consent; meets DELM req of classroom
Instructor: Schuh, G. Edward

PA 5531 Strategies for Sustainable Development: Theory and Practice
(Sec 001); 2 cr; prereq [Microecon course, grad student] or instr consent; meets DELM req of classroom
Instructor: Bochniarz, Zbigniew
Description: Economic, environmental, and social aspects of sustainable development. Strategies, methods of implementation, and applications of sustainable development in different economic systems of industrialized/developing countries. Special attention to countries in transition.

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

This information is accurate as of: 10/27/2005 at 2:13 PM
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.ewi.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 3004, PUBH 3004, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 5003; 2 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.ewi.umn.edu/academic/pdf/f04_3003.pdf

PubH 3005 Fundamentals of Alcohol and Drug Abuse for Teacher Education
(Sec 001); Credit will not be granted if credit has been received for: PUBH 3003, PUBH 3003, PUBH 3004, PUBH 3004, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 5003; 1 cr; prerequisite Undergrad in agricultural educ or business/management educ or career/technical educ or foundations of educ or [kinesiology, pre-PE] or technology educ or music educ; meets DELM req of internet delivered; meets DELM req of classroom

Instructor: Rothenberger, James Henry!!Outstanding Service Award!!

Description: The course in entirely online, including all reading assignments. There are specific due dates for quizzes and assignments. This course is meant for teaching majors, and the primary assignment is the development of a detailed lesson plan. The lesson plan assignment assumes that students have had some educational methods coursework. The assignment guidelines are specific, but some students without pedagogy coursework have struggled with the assignment in the past.

Class time: 100% Distance learning, online lectures, quizzes and assignments. Independent study in that students do not need to be online at specific times, but are required to meet quiz and assignment due dates.

Work load: 20-25 pages of reading per week, 6-10 pages of writing per semester, 3 papers, 6 online quizzes; reading approximately 1.5 lessons (each lesson 6-10 pg) and 10 pages assigned articles per week, additional reading for lesson plan research.

Grade: 10% written reports/papers, 30% special projects, 60% quizzes

Exam format: multiple choice

Course URL: http://www.epi.umn.edu/pubh3003-6003/

PubH 3040 Dying and Death in Contemporary Society: Implications for Intervention
(Sec 001); Credit will not be granted if credit has been received for: PUBH 5040, PUBH 5040, PUBH 5040, PUBH 6040; 2 cr; max crs 4; prereq Jr or sr or instr consent; meets DELM req of correspondence; meets DELM req of classroom

Instructor: Rothenberger, James Henry!!Outstanding Service Award!!

Description: Basic background information on concepts, attitudes, ethics, and lifestyle management in relation to dying, death, grief, and bereavement. Emphasis will be placed on the intervention and educational aspects of the above topics for community health and helping professionals and educators. The full syllabus for the course, including lecture outlines, textbook and exam information can be found at the website listed below.

Class time: 95% lecture, 5% one visit to a funeral home

Work load: 100 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 papers, discussion board

Grade: 30% final exam, 30% written reports/papers, 10% on each of two mid-term exams

Exam format: short answer/essay

Course URL: http://www.epi.umn.edu/academic/pdf/s04_3040.pdf

PubH 3093 Directed Study: Public Health
(Sec 002); 1-4 cr; max crs 4; 4 repeats allowed; prereq instr consent; meets DELM req of independent study

Instructor: Farley, Dana Mark

Description: Independent study number for students working on a pre-approved project with instructor. THIS IS NOT A CLASS.

PubH 3093 Directed Study: Public Health
(Sec 001); 1-4 cr; max crs 4; 4 repeats allowed; prereq instr consent; meets DELM req of independent study

Instructor: Rothenberger, James Henry!!Outstanding Service Award!!

Description: Independent study number for students working on a pre-approved project with instructor. THIS IS NOT A CLASS.

PubH 3639 Prevention: Theory, Practice, and Application in Public Health Services
(Sec 001); 3 cr; prereq Jr or sr; meets DELM req of classroom

Instructor: Shanedling PhD, Stanton Barry

Description: Course is designed for students and professionals in health and related disciplines who wish to explore current issues and controversies centered on the idea of prevention/health promotion. Course content and topics focus on history, terminology, models, policy development, legislative issues, strategic planning, marketing leadership/management, data, evaluation, managed care focus and future implications. Teaching methods are interactive lectures and discussion, guest speakers from the community and group presentations. Learning materials include an article packet and health behavior and health education: Theory, Research and Practice by Glanz. Course is open to undergraduate, graduate, and health care professionals.

Class time: 60% lecture, 40% Discussion

Work load: 2 papers, 2 papers: annotated bibliography - 10 to 15 pages, and group project.

Grade: 70% written reports/papers, 30% special projects

182
Radiation Therapy
101 Wesbrook Hall: 612/624-4000

RTT 3121 Radiation Physics II
(Sec 001): 3 cr; A-F only; prereq BAS-RTT admitted (UMMC); meets DELM req of classroom
Instructor: STAFF
Description: Technical aspects of radiation therapy. Treatment modalities and their properties, clinical dosimetry, treatment planning. Class held at the University of Minnesota Medical Center.

RTT 3521 Patient Care in Radiation Oncology
(Sec 002): 2 cr; A-F only; prereq BAS RTT student; meets DELM req of classroom
Instructor: STAFF
Description: This course provides the student with the skills to assess and manage patient side effects and psychological conditions resulting from a course of radiation therapy. Includes the basic concepts of patient care, including vital sign determination, emergency management and CPR, medical-surgical asepsis, infection control, nutrition, tube management and patient examinations. Safety considerations for patient and staff are identified. Classes held at the University of Minnesota Medical Center in cooperation with Mayo School of Health Sciences, Rochester, MN.

RTT 4581 Principles and Practices of Radiation Therapy II
(Sec 002): 4 cr; A-F only; prereq 3581, BAS RTT student; meets DELM req of classroom
Instructor: STAFF
Description: A continuation of the Principles and Practice of Radiation Oncology I, this class explores more advanced principles of applying virtual simulations, three dimensional planning and conformal treatments, including Intensity Modulated Radiation Therapy. Explores the natural history, diagnosis and management of the cancer disease sites requiring this sophisticated treatment along with the technical issues relating to simulation, treatment techniques, electronic record keeping. In cooperation with Mayo School of Health Sciences, Rochester.

RTT 4601 Project
(Sec 001): 1 cr; A-F only; prereq 3696, BAS RTT student; meets DELM req of classroom
This information is accurate as of: 10/27/2005 at 2:13 PM

Instructor: STAFF
Description: The student will research a topic of their choice and present their paper to faculty and students. The student will be encouraged to submit the paper for publication. This is a guided independent study project. Faculty will be available to provide guidance and input into the development of the project. In cooperation with Mayo School of Health Sciences, Rochester.

RRM 3201 Introduction to Travel and Tourism
(Sec 001): Credit will not be granted if credit has been received for: RRM 5201; 3 cr; A-F only; meets DELM req of classroom
Instructor: Messer, Cynthia Cosdon
Description: Travel and tourism is one of the largest industries in the world today. In this course, students are introduced to the nature, structure and complexity of the travel and tourism industry as they explore its evolution, the types and functions of the various sectors, the tourism distribution system, the role of stakeholders and tourist motivations.
Class time: 50% lecture, 25% Discussion, 25% group activities, videos
Work load: 50 pages of reading per week, 30-40 pages of writing per semester, 2 exams, 2 papers
Grade: 40% mid-semester exam(s), 20% final exam, 15% written reports/papers, 20% special projects, 5% class participation, 0% 2 exams plus final, individual case study, group paper with presentation
Exam format: exams use a combination of formats

RRM 4232W Managing Recreational Lands
(Sec 001): Credit will not be granted if credit has been received for: FR 5232, FR 5232, RRM 5232, RRM 5232: 4 cr; A-F only; meets CLE req of Environment Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Anderson PhD, Dorothy Helen !!CNR - Alumni Society Award; Morse Alumni Award; CTR-RC Newman Tchg Award; John Tate Award Ugrad Adv; USDA Excellence in Tchg Award!!
Description: This course is designed to provide students with an understanding of the principles and practices of Recreation Management of Wildlands. Specific objectives are to: 1) develop an understanding of a conceptual framework for recreation resource and visitor use management, management organization, land management planning, management objectives, monitoring strategies, strategies to reduce recreation related impacts and conflicts and 2) demonstrate your understanding of course material by developing a recreation management plan that incorporates the concepts in objective 1.
Class time: 40% lecture, 30% Discussion, 30% Laboratory
Work load: 20-40 pages of reading per week, 10 pages of writing per semester, 2 exams, Group project to develop 1) management plan and 2) resource monitoring method.
Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 30% special projects, 5% in-class presentations, 10% class participation, 5% problem solving
Exam format: Essay

Instructor: Anderson PhD, Dorothy Helen !!CNR - Alumni Society Award; Morse Alumni Award; CTR-RC Newman Tchg Award; John Tate Award Ugrad Adv; USDA Excellence in Tchg Award!!
Rec 5161 Recreation Land Policy
(Sec 001); 3 cr; A-F only; prereq 1501 or 5101 or instr consent; meets DELM req of classroom
Instructor: Gassner, Michael E
Description: The goal of this course is to introduce students to the broad themes of recreational land policy in the United States. This introduction is provided through detailed examination of selected historical and contemporary policy issues. Policy is viewed as the product of social conflict over the use of public resources. With that in mind, our emphasis is placed on understanding the ideas underlying historical policy decisions and contemporary issues. Upon completion of this course, students should be able to: a) Identify and explain the significance of the individuals, laws, places and programs that have shaped recreation policy in the U.S., especially national, state and county parks; b) Describe and interpret the factors leading to the establishment of recreation land policy for the National Park Service,
the Forest Service, and the State and County Parks; c) Identify and analyze major contemporary issues in recreation land policy including issues like access, conflict, stakeholders, and preservation vs. development.

**Class time:** 40% lecture, 40% Discussion, 20% A student led conference including student group and invited park managers presented in class.

**Class time:** 15% Lecture, 30% Discussion, 55% Problem-based student directed cooperative learning.

**Workload:** 30-50 pages of reading per week, 30 pages of writing per semester, 5 exams

**Grade:** 30% final exam, 30% written reports/papers, 10% special projects

**Exam format:** Take home essay

---

**Rec 5211W Comprehensive Therapeutic Recreation Services Development and Management**

(Sec 001): 4 cr; prereq 5211 or instr consent, rec major; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Taboure, Carla E S

**Description:** Students learn how to apply knowledge of therapeutic recreation's best practices to develop a sample written plan of operation for TR Services. The comprehensive plan includes protocols and program delivery designs, patient and program management details including quality assurance monitoring and reporting in managed care, prospective payment systems, and for private practice. This is the culminating course in which to demonstrate command of the principles, practices, and techniques of professional health care providers. The course is for upper division students and graduate therapeutic recreation majors and continuing education professional in the field.

**Class time:** Lecture/Discussion, 20%

**Class time:** Laboratory, 20%

**Workload:** 150 pages of reading per week, 40 pages of writing per semester, 2 exams, 2 papers, Practicum experience

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

**Exam format:** Multiple choice, essay

---

**Rec 5241 Functional Intervention: Recreation Therapy in Geriatric Care**

(Sec 001): 3 cr; A-F only; prereq 3541 or 5111 or instr consent; meets DELM req of classroom

**Instructor:** Taboure, Carla E S

**Description:** Course Context: The role of leisure in the maintenance of mental physical, and social emotional health and functioning. The course will address pertinent issues relative to prevention of impairments and disability, rehabilitation, support of vital life involvements and the impact of the design and delivery of recreation services. Teaching Methods: Web discussions, lectures, in class activity/discussion, speakers, practicum experiences. Authors and Texts: McGuire, Boyd & Tedrick (1996) leisure and aging; Elliot, J & Sorq -Elliot, J. (1991) Recreation programming and activities for older adults. Target Audience: TR Majors Human Service Related Majors and those interested there in those interested in the aging process and disabilities associated there with. Interested in recreation and aging.

**Class time:** 40% lecture, 5% Closed Circuit TV, 15% Discussion, 20% Laboratory, 20%

**Workload:** 150 pages of reading per week, 40 pages of writing per semester, 2 exams, 2 papers, Practicum experience

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

**Exam format:** Multiple choice, essay

---

**Rec 5301 Wilderness and Adventure Education**

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

**Instructor:** Russell, Keith C.

**Description:** This course explores how wilderness resources are used for educational and therapeutic purposes by schools, programs, and other social groups. To do this, we take an in-depth look at the historical and contemporary role of wilderness in America, the theories and practices of adventure education, and issues in wilderness adventure education program management. Class time will be divided between lecture/discussion, audio-visual presentations, field experiential involvement, visits to adventure education sites in the Twin Cities area, and other self-directed assignments. Cooperative learning will be used for topic discussions in class and for the group project. The course will be web enhanced. There is a 4 day field experiential learning excursion to the Boundary Waters Canoe Area Wilderness in northern Minnesota. Students participating will plan the field trip in small groups, provide equipment, and jointly pay for food and travel expenses. The trip will include winter camping, cross county skiing, backpacking, and snowshoeing.

**Class time:** 15% Lecture, 30% Discussion, 55% Problem-based student directed cooperative learning.

**Workload:** 100 pages of reading per week, 30 pages of writing per semester, 2 exams, 4 papers, short journals; 2-3 short papers; longer research paper

**Grade:** 35% written reports/papers, 35% in-class presentations, 15% class participation, 15% problem solving

---

**RelA 3013W Biblical Law and Jewish Ethics**

(Sec 001); Credit will not be granted if credit has been received for: RELA 5013, RELA 5013, RELA 5013, JWST 3013, JWST 3013W, JWST 5013, JWST 5013; 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Levinson, Bernard M

**Description:** This course introduces students to the significance of religious law and ethics within Judaism. Law is the single most important part of Jewish history and identity. At the same time, it is also the least understood part of Judaism and has often been the source of criticism and hatred. We shall therefore seek to understand what law means on its own terms and how law has come to represent such a fundamental religious and ethical ideal. The course will focus on the biblical and rabbinic periods but spans the entire history of Judaism. Consistent with the First Amendment, the approach taken is secular. There are no prerequisites: the course is open to all qualified students. The course begins with ideas of law in ancient Babylon and then studies the ongoing history of those ideas. The biblical idea that a covenant binds Israel to God, along with its implications for human worth - including the view of woman as person - will be examined. Comparative cultural issues include the reinterpretations of covenant within Christianity and Islam. The course investigates the rabbinic concept of oral law, the use of law to maintain the civil and religious stability of the Jewish people, and the kabbalistic transformation of law. The course concludes with contemporary Jewish thinkers who return to the Bible while seeking to establish a modern system of universal ethics.

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

**Workload:** 100 pages of reading per week, 30 pages of writing per semester, 2 exams, 4 papers, short journals; 2-3 short papers; longer research paper
RelA 3873 Roman Religion and Early Christianity
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: Sellew, Philip H
Description: In this course we study the religions of ancient Rome, beginning with Etruscan forebears and ending with the triumph of Christianity. The public and private aspects of traditional Roman worship are examined using literary, artistic, and archaeological evidence. We discuss how Roman religion and political life intersected, and how the Romans responded to the arrival of "new" religious movements and cults. The second half of the course is devoted to the rise and development of these initially "foreign" cults within the Roman Empire. Our main example is Christianity: its origins within Judaism, its theological controversies, selection of a scriptural canon, encounter with Gnosticism. We also study the traditional Celtic religion of the Druids and how that system interacted first with the Roman conquerors and then with the Christian missionaries. Other movements given some attention include Mithraism, Manicheanism, and Rabbinic Judaism, but the main focus of the class will end up being a systemic treatment of Christianity in the Roman imperial world.
Class time: 90% lecture, 10% Discussion
Work load: 75 pages of reading per week, 8 pages of writing per semester, 3 exams, 3 papers
Grade: 25% mid-semester exam(s), 25% final exam, 50% written reports/papers
Exam format: multiple choice, brief essays

RelA 3112 Jewish Mysticism, Magic, and Kabbalah
(Sec 001); Credit will not be granted if credit has been received for: JWST 3112, JWST 3112, JWST 5112, JWST 5112, RELA 5112, RELA 5112, RELA 5112; 3 cr; A-F only; meets DELM req of classroom
Instructor: Boustan, Ra’anan
Description: What are “mysticism” and “magic?” What distinguishes Jewish mysticism and magic from other forms of mysticism and magic? And why do Madonna and Rosanne study Kabbalah, anyway? Should you? This course traces the evolution of Jewish mystical thought and practice from the Hebrew Bible to medieval Kabbalah and its modern offshoots. In this survey, we will explore rabbinic approaches to secret knowledge and ecstatic practice; late antique traditions of heavenly ascent and magical power (esp. Heikhalot literature and Sefer ha-Razim); the linguistic mysticism of the Book of Creation (Sefer Yetzirah); the esoteric teachings and practices of the medieval German pietists; the emergence of Kabbalah in France and Spain; the central text of kabbalistic literature, the Zohar (Book of Splendor); and, finally, various early modern and modern outgrowths of the Jewish mystical tradition such as Sabbatianism and Hasidism. Lecture, discussion, and reading will be organized both historically and thematically. We will attempt to define the relationship between the legal and mystical aspects of Judaism, identify the tensions between Jewish mysticism and messianism, read of magical and theurgical techniques, analyze speculation concerning the dynamic inner-life of the divine and the evolution of the doctrine of Sefirot (the divine potencies), explore the erotic dimension of Kabbalah, and study the Graeco-Roman, Islamic, and Christian influences on the Jewish mystical tradition.
Class time: 80% lecture, 20% Discussion
Work load: 75-100 pages of reading per week, 15-20 pages of writing per semester, 1 papers, 2 take-home exams
Grade: 35% written reports/papers, 10% quizzes, 10% class participation, 45% take-home exams
Exam format: essays and textual interpretation

RelA 3202 Prophecy in Ancient Israel
(Sec 001); Credit will not be granted if credit has been received for: CNES 3202, CNES 3202; 3 cr; prereq Knowledge of Hebrew not required; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Monroe, Lauren A S
Description: The purpose of this course is to examine the phenomenon of prophecy in the religion of ancient Israel, as it is revealed through prophetic texts within the Hebrew Bible. We will seek to understand the social reality that underlies both the content and composition of these texts, and the relationship of the prophet to the Israelite institutions of the temple/cult and palace. We will implement literary critical, historical, sociological and anthropological approaches in an effort to reconstruct the development of Israelite prophecy from its earliest appearance in narrative sources to its cessation during the Second Temple Period. Students will be required to read critically and analytically, and will be guided in their reading towards specific elements of content. As participants in a secular course on the Bible, students will be challenged to question certain cultural and religious assumptions about the composition and authorship of the Bible, and will be expected to differentiate between a text’s content and its presumed meaning. A willingness to be challenged intellectually, and an openness to new ways of thinking and reading will be essential to students’ success in this course. This course is intended for undergraduate majors and non-majors.
Class time: 80% lecture, 20% Discussion
Work load: 60-70 pages of reading per week, 8-12 pages of writing per semester, 2 exams, 2 papers, 10 short “thought quizzes” based on readings and lecture
Grade: 25% mid-semester exam(s), 35% final exam, 30% written reports/papers, 10% quizzes
Exam format: short answer, multiple choice and essay

RelA 5013 Biblical Law and Jewish Ethics
(Sec 001); Credit will not be granted if credit has been received for: RELA 3013, RELA 3013W, RELA 3013W, JWST 3013, JWST 3013W, JWST 5013, JWST 5013; 3 cr; meets DELM req of classroom
Instructor: Levinson, Bernard M
Description: This course introduces students to the significance of religious law and ethics within Judaism. Law is the single most important part of Jewish history and identity. At the same time, it is also the least understood part of Judaism and has often been the source of criticism and hatred. We shall therefore seek to understand what law means on its own terms and how law has come to represent such a fundamental religious and ethical ideal. The course will focus on the biblical and rabbinic periods but spans the entire history of Judaism. Consistent with the First Amendment, the approach taken is secular. There are no prerequisites: the course is open to all qualified students. The course begins with ideas of law in ancient Babylonia and then studies the ongoing history of those ideas. The biblical idea that a covenant binds Israel to God, along with its implications for human worth – including the view of woman as person - will be examined. Comparative cultural issues include the reinterpretations of covenant within Christianity and Islam. The course investigates the rabbinic concept of oral law, the use of law to maintain the civil and religious stability of the Jewish people, and the kabbalistic transformation of law. The course concludes with contemporary Jewish thinkers who write to the Bible while seeking to establish a modern system of universal ethics.
Class time: 70% lecture, 30% Discussion
Work load: 100 pages of reading per week, 30 pages of writing per semester, 2 exams, 4 papers, short journals; 2-3 short papers; longer research paper
Grade: 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% journals
Exam format: 50% multiple choice; 50% essay

RelA 5073 Roman Religion and Early Christianity
(Sec 001, 002); 3 cr; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Sellew, Philip H
Description: In this course we study the religions of ancient Rome, beginning with Etruscan forebears and ending with the triumph of Christianity. The public and private aspects of traditional Roman worship are examined using historical, sociological and anthropological evidence. We discuss how Roman religion and political life intersected,
RelA 5112 Jewish Mysticism, Magic, and Kabbalah
(Sec 001); Credit will not be granted if credit has been received for: JWST 3112, JWST 3112, JWST 5112, JWST 5112, RELA 3112; 3 cr; A-F only; meets DELM req of classroom
Instructor: Boustan, Ra’anan
Description: What are "mysticism" and "magic"? What distinguishes Jewish mysticism and magic from other forms of mysticism and magic? And why do Madonna and Rosanne study Kabbalah, anyway? Should you? This course traces the evolution of Jewish mystical thought and practice from the Hebrew Bible to medieval Kabbalah and its modern offshoots. In this survey, we will explore rabbinic approaches to secret knowledge and ecstatic practice; late antique traditions of heavenly ascent and magical power (esp. Heikhalot literature and Sefer ha-Razim); the linguistic mysticism of the Book of Creation (Sefer Yetzirah); the esoteric teachings and practices of the medieval German pietists; the emergence of Kabbalah in France and Spain; the central text of kabbalistic literature, the Zohar (Book of Splendor); and, finally, various early modern and modern outgrowths of the Jewish mystical tradition such as Sabbatianism and Hasidism. Lecture, discussion, and reading will be organized both historically and thematically. We will attempt to define the relationship between the legal and mystical aspects of Judaism, identify the tensions between Jewish mysticism and messianism, read of magical and theurgical techniques, analyze speculation concerning the dynamic inner-life of the divine and the evolution of the doctrine of Sefirot (the divine potencies), explore the erotic dimension of Kabbalah, and study the Graeco-Roman, Islamic, and Christian influences on the Jewish mystical tradition.
Class time: 90% lecture, 10% Discussion
Work load: 75-100 pages of reading per week, 15-20 pages of writing per semester, 1 papers, 2 take-home exams
Grade: 25% mid-semester exam(s), 25% final exam, 50% written reports/papers
Exam format: multiple choice, brief essays

RelA 5513 Scripture and Interpretation
(Sec 001); Credit will not be granted if credit has been received for: JWST 5513, JWST 5513; 3 cr; A-F only; meets DELM req of classroom
Instructor: Levinson, Bernard M
Description: This seminar investigates the idea of divine revelation and its impact upon religion and literature. It shows how the history of the Bible's creation, transmission and interpretation in Judaism can help us think critically about the role of the idea of revelation in the history of religious traditions. Just what is revelation? What happens when a literary text is accorded the status of revelation? How does the belief that a text is revealed affect the way it is read within the community for which it constitutes revelation? These are the questions we bring to the particular case of Judaism's scriptural canon and the history of its interpretation. It will place particular emphasis upon the reinterpretation and transformation of authoritative texts within the Hebrew Bible even before the closure of the canon. Chronologically, it covers developments from about the 5th century B.C.E. until about the 13th century C.E. This period begins prior to the formation of the present version of the Bible, witnesses its compilation and the origins of Rabbinic Judaism and Christianity, and ends with the solidification of those medieval traditions of biblical commentary which still shape modern Jewish understanding of Scripture. That contemporary literary and legal studies have begun to address the issues of canon, the history of authorship, textual authority, canon transformation, intertextuality, and the nature of interpretation, extends the methodological and theoretical implications of the material studied.
Class time: 25% lecture, 75% Discussion
Work load: 50 pages of reading per week, 15-25 pages of writing per semester, frequent short journals/papers; 1 @ 10-15 pp/revised
Grade: 100% written reports/papers

Respiratory Care

RC 4301 Seminar: Research Project and Publication
(Sec 001); 1 cr; A-F only; prereq 3102, BAS RC student; meets DELM req of classroom
Instructor: STAFF
Description: Students will be responsible for preparing a research project for submission. This includes assembling a poster, abstract, or manuscript of original research. Research mentors will be assigned to allow guided independent study. In cooperation with Mayo School of Health Sciences, Rochester.

RC 4596 Subspecialty Clinical Practicum in Advanced Respiratory Care II
(Sec 001); 3 cr; A-F only; prereq 3302, BAS RC student; meets DELM req of classroom
Instructor: STAFF
Description: Students will complete competencies focused in the areas of advanced-level respiratory care including clinical subspecialties and related areas important to the respiratory care practitioner desiring greater scope of practice. Rotations are 8 weeks in length and include 120 hours of directed clinical experience. Rotations are conducted at facilities within the Mayo Health System and institutions affiliated with the University of Minnesota. Two rotations can be completed in one semester. In cooperation with Mayo School of Health Sciences, Rochester.

Rhetoric

Rhet 1101 Writing to Inform, Convince, and Persuade
(Sec 001, 076); 4 cr; A-F only; credit will not be granted if credit received for: GC 1422, 1423 or 1424; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom
Instructor: STAFF
Description: This course introduces the writing process and types of academic writing you may be expected to complete in your college career such as research papers, argumentative papers, and literature reviews. The course is designed to help you develop a clear thesis in a written paper and support that thesis with appropriate sources. Time will be spent discussing rhetorical elements in writing such as audience, purpose, and argumentative structure. In addition, you will practice steps in the writing process such as invention, research, organization, drafting, revision, and editing. Your assignments will report, synthesize, and draw conclusions regarding the significance of what you read. Assignments may include 1) summary or abstract 2) rhetorical analysis 3) short thesis paper; 4) prospectus; 5) evaluation or review of literature; 6) research paper. Some courses are taught in a computer classroom and some in a traditional classroom.
Class time: 20% lecture, 40% Discussion, 40% Laboratory
Work load: 30 pages of reading per week, 6 papers
Grade: 100% written reports/papers
Rhet 1152W Writing on Issues of Science and Technology
(Sec 001, 002); 4 cr; A-F only; prereq exemption from 1101 or equiv; meets CLE req of Citizenship/Publi Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: This course is designed to explore issues of scientific writing. Students explore the ethical, social and political challenges that science and technology create. Students gain: 1) Familiarity with the strategies of rhetorical analysis; 2) A basic fluency in the conventions and philosophy of scientific discourse, and 3) Understanding the role of science in society. For non-science majors, the goal of the process is to gain competency in science as it pertains to political and social situations, which you will face as a citizen. For science majors, the goal is to increase your skill as a participant in these future debates.
Specific topic areas include bio-science and environmental controversies; such as cloning, organ transplantation, pollution, and ozone depletion.

Rhet 1223 Oral Presentations in Professional Settings
(Sec 001); Credit will not be granted if credit has been received for: GC 1461, GC 1461, SPCH 1101, COMM 1101, SPCH 1101H, COMM 1101H; 3 cr; A-F only; meets DELM req of classroom
Instructor: Clemens, Linda S.
Description: RHET 1223 is designed to help students improve their oral presentation skills. In this course, students learn techniques for preparing, organizing, and delivering a message to an audience; students also learn to respect the ethical responsibilities that come with speaking in public and professional settings. Students will gain these skills and sensibilities through the study of rhetorical principles and extensive practice in speaking. While Rhetoric 1223 is primarily a performance course, it also functions to introduce basic principles of critical thought; that is, the course seeks to develop not only students’ presentation skills but also those skills needed to interpret and evaluate the communication of other speakers. Consequently, students will be expected to participate extensively and attentively as listeners and critics.
Class time: 10% lecture, 90% Discussion
Work load: 30 pages of reading per week, 15 pages of writing per semester, Prepare and deliver 5+ formal presentations, 3-10 minutes each
Grade: 10% written reports/papers, 5% quizzes, 75% in-class presentations, 10% class participation

Rhet 1311 The Family in American Experience
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Nichols, Capper Edward
Description: The meaning and configurations of family in North America have changed over time, and continue to change: family is a concept and social practice always being revised. In this class, we will talk and read about the changing family as it has been depicted and worried over in American literature—in the novel, in memoir, in young adult fiction, and in film and television. As the literary record shows, change has been fueled by a complex web of social and political forces. Slavery, war, and economic depression have challenged the family, as have shifting notions of gender roles, marriage, parenting, and sexuality. The struggle to create, protect, and maintain family is a central drama of American experience, especially in recent generations. In this course we will mostly concentrate mostly (though not exclusively) on the contemporary literary family of the last three or four generations. Texts may include Bastard Out of Carolina - Dorothy Allison; The Feast of Love - Charles Baxter; Dangerous Angels - Francesca Lia Block; String Too Short to be Saved - Donald Hall; Beloved - Toni Morrison; The Kid - Dan Savage; The Grapes of Wrath - John Ford, director; Say Anything - Cameron Crowe, director; and selected television situation comedies. The course will use a Web CT Vista site (not operative until first week of semester).
Class time: 25% lecture, 75% Discussion
Work load: 120 pages of reading per week, two short essays, family history paper, reading journal
Grade: 25% written reports/papers, 15% class participation, 60% Reading response journal

Rhet 1315 The Land in American Experience
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Nichols, Capper Edward
Description: We are all of us terrestrial creatures, our lives and cultures fashioned from the landscapes we inhabit. In this course our task will be to map ideas and attitudes about the American landscape, and to consider some of the ways both ideas and practices have changed over the last four hundred years. Our study will necessarily be selective, concentrating on three regions: Alaska, New England, and Minnesota. Though each American landscape has its specific story, we can identify some common patterns of land use practice across the continent. Our three regions, then, will stand in as representatives of a broader history. Alaska is a contemporary frontier where the conflict between development and conservation is still particularly lively. In the New England portion of the course we will focus on the early years of European settlement and the initial transformations—both material and ideological—of the land. The Alaska and New England sections are historical bookends that will provide a context for the second half of the course, in which we will examine the last two centuries of Minnesota’s complex environmental history. In taking up our own region’s story we will consider the Dakota and Ojibwe land use practices, the history of extractive industries (fur, timber, iron ore), the central role of agriculture, the impact of cities and suburbs, and the development of a system of park lands.
Class time: 30% lecture, 70% Discussion
Work load: 90 pages of reading per week, 30 pages of writing per semester, three take-home essay exams, cemetery paper, final project paper
Grade: 80% written reports/papers, 20% class participation
Exam format: essay

Rhet 3221W Theories of Human Communication
(Sec 001); 4 cr; prereq 1101 or 1152 or EngC 1011 or equiv; meets CLE req of Citizenship/Publi Ethics Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Graff, Richard J
Description: Course provides a detailed survey of several fundamental theories and models of human communication. Major topic areas within this broad field include theories of language, interaction and influence. Students apply theories in analysis of communicative events in interpersonal, group and mass-mediated contexts.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 30 pages of writing per semester, 2 exams, 3 papers
Grade: 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% class participation

Rhet 3257 Scientific and Technical Presentations
(Sec 001-003); 3 cr; prerequisite 1223 or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: An advanced class in oral presentation, designed so students can continue to enhance and improve their public speaking skills. Learn presentation software and other computer technology, and understand the complexities of presenting scientific or technical information. Students will be asked to focus on presenting scientific or technical information to a general audience. Course focuses on learning theories and techniques for effective communication through verbal presentation, visual communication, and supplemental materials. Analysis and critical thinking skills are also emphasized. Class participation is an essential element of this course.

Rhet 3266 Group Process, Team Building, and Leadership
(Sec 001, 002); 3 cr; prerequisite 1223 or equiv or instr consent; meets
CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom
Instructor: STAFF
Description: Learning how communication interactions influence outcomes of the group process is the primary focus of this course. Goals for the semester include learning: 1) to become critical observers of communication behavior and interactions in yourself and others; 2) to analyze and evaluate communication behavior based on desired goals and outcomes of the group process; 3) specific theories and techniques which will help facilitate the group process; 4) to apply theories and techniques through in-class practice in group interactions.
Class time: 20% lecture, 40% Discussion, 40% In-class activities
Work load: 40 pages of reading per week, 15 pages of writing per semester, 2 papers, 2 quizzes

Rhet 3291 Independent Study (Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; prereq instr consent, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: Supervised reading and research on topics not covered in regularly scheduled course offerings. Students negotiate a topic and assignments with a chosen faculty member.

Rhet 3302 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: Philippou, Daniel J
Description: Is religion opposed to science? Does science rule out a personal God? Does evolution rule out God's existence? Is life reducible to chemistry? Was the universe created? Do we belong here? Does the universe have a purpose? Is religion responsible for the ecological crisis? These are some of the many questions we will ask in this course, which explores the complex relationship that science and religion have had in Western culture. Together we will examine several prominent historical and contemporary methods and theories of science, as well as their implications for the concepts of God and human nature. We will discuss such subjects as language and metaphor, miracles and falsification, creation and evolution, genetic engineering and human dignity, and cosmology and environmental ethics, and our readings will include John Haught's "Science and Religion," John Moore's "From Genesis to Genetics," Francis Fukuyama's "Our Posthuman Future," Daniel Quinn's "Ishmael," and Gary Gardner's "Invoking the Spirit." We will also listen to some popular music about these issues, see a wide range of video clips, and watch a full-length feature film ("Contact").
Class time: 30% lecture, 70% Discussion
Work load: 60 pages of reading per week, 12 pages of writing per semester, 2 exams, 4 quizzes, 8 short response papers
Grade: 15% mid-semester exam(s), 20% final exam, 35% written reports/papers, 20% quizzes, 10% class participation
Exam format: Quizzes: various formats; Exam: essay
Course URL: http://www.agricola.umn.edu/rhet3302/spring06/

Rhet 3371 Technology, Self, and Society (Sec 001); 3 cr; prereq [Jr or sr]; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom
Instructor: Nichols, Capper Edward
Description: In this course we will study the cultural history of technology, examining the ways machines have impinged on and influenced people's lives in the United States over the last two centuries. In the U.S. we have repeatedly re-organized our habits and thinking around new technologies, an assimilative process most often described as "progress" - yet deep ambivalence has been a common response to technological advance. A new tool promises us a greater reach but also threatens familiar ways of living and thinking. Any big technological development thus challenges the values of a culture; part of our work in this class will be to investigate the ethical dilemmas associated with technologies. In an effort to focus the large and unwieldy subject of technology, we will concentrate for much of the semester on a series of case studies: the axe, the mill, canals and railroads, electricity, moving pictures, the automobile, nuclear weapons, the computer, and reproductive technologies. The chronological story of 19th and 20th century tool-use will bring us in the end to an examination of the everyday processes of making, using, and fixing, as they play out in contemporary life. Texts will include history, theory, literature, and film. The course will use a Web CT Vista site.
Class time: 25% lecture, 75% Discussion
Work load: 20-70 pages of reading per week, reading journal, presentation, final essay
Grade: 10% written reports/papers, 10% in-class presentations, 20% class participation, 60% Reading response journal

Rhet 3562W Technical and Professional Writing (Sec 001, 076, 097-098); 4 cr; A-F only; prereq [1101 or 1152W or EngC 1011 or equiv]; [jr or sr]; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: STAFF
Description: Rhetoric 3562W focuses on writing a variety of documents for technical audiences, e.g., letters, resumes, instructions, memos, proposals, and reports. Students will select a client in their field of study for this class, and many of the documents they create will be directed toward that client. This course stresses the importance of process, audience analysis, technical communication, oral communication, visual design and usability.

Rhet 3701W Rhetorical Theory and Scientific and Technical Communication (Sec 001); 4 cr; prereq [1101 or 1152W or EngC 1011 or equiv]; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Walzer, Arthur Eugene
Description: What is "rhetoric"? How did it become an insulting term, as in, "That's rhetoric; we want facts"? And what has rhetoric to do with scientific and technical communication? This course is intended for majors in scientific & technical communication at the Twin Cities and, via inter-active TV, to coordinate campuses. The course is in three parts. 1) Rhetoric in the Classical Era, we read Plato's "Gorillas", a work that asks the most fundamental questions about rhetoric: "What is its purpose? What do people trained in rhetoric know? What good is it? Would the world be better off without it? Then we look at Aristotle's "Rhetoric", the most famous book on rhetoric ever written. 2) Rhetoric in the Age of Science, examines the criticism of Classical Rhetoric that the scientific revolution brought about. It also examines the formats that govern the way scientists communicate to each other. To see scientific information presented in a more traditionally "rhetorical" way, we will read sections of Rachel Carson's, "Silent Spring". 3) Rhetoric in the Age of Technology, will examine technical communication. Does it make more sense to think of tech communication as persuasive or scientific? Should tech communication be focused on the user, or should it focus on the technology itself? We also consider the profession of technical communication--its history and the current role it plays, or could play, in shaping how technology is perceived and used in modern American life.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 OR 3 papers
Exam format: Short answer and essay

Rhet 4196 Internship in Scientific and Technical Communication (Sec 001, 002); 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.

This information is accurate as of: 10/27/2005 at 2:13 PM
Rhet 5461 Editing and Style for Technical Communicators
(Sec 001); 3 cr; prereq [3562, [STC major or grad student]] or instr consent; meets DELM req of classroom
Instructor: Horvath, Barbara Ann
Description: In this online course you will learn a set of strategies for editing and revising the kinds of writing you are likely to encounter as an editor of scientific and technical prose. We will spend much of the semester practicing editing and proofreading skills, but we will also discuss an editor's responsibilities, her/his relationship to the writer and role(s) of an editor within an organization. As well, we will be concerned with organizational style guides, on-line vs. hard copy editing and proofreading, forms of technical editing in different industries, and the impact of technology on editing and style. You will link to learning modules for each week of the course that include a presentation of the week's content, text readings, discussion questions, and weekly activities or an assignment to be submitted online. There are four major assignments (one per month) that consist of editing exercises, editing applications, and discussion questions.
Class time: 100% WebCT Vista online
Work load: 30-35 pages of reading per week, 30-50 pages of writing per semester, 4 exams, 2 papers, Editing and proofreading exercises each week
Grade: 10% mid-semester exam(s), 20% final exam, 10% quizzes, 10% lab work, 50% Weekly editing discussions and activities
Exam format: Weekly editing discussions and activities
Course URL: http://www.myu.umn.edu/
The course provides a survey of the life and literary career of Leo Tolstoy (1828-1910), one of the most celebrated writers of the 19th Century Russia. Known both as a writer of fiction and as a religious and social thinker, Tolstoy was perhaps the best known Russian of his time. This is usually a rather small class, normally less than twenty students. Class time is split between lectures on Tolstoy's life and work and discussions of the required readings. This year we will be reading Tolstoy's long novels _War and Peace_, and _Anna Karenina_, as well as a shorter work, "The Death of Ivan Ilich." We will also consider a few of the philosophical, religious works of the old Tolstoy. Students in the class will be evaluated on the basis of their contribution to discussions and the quality of their papers (one substantial paper required of students enrolled in Russ 5404) and written examinations (two are scheduled, a midterm and a final). Class time: 25% lecture, 75% Discussion.

Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 paper

Grade: 20% mid-semester exam(s), 50% final exam, 15% written reports/papers, 15% class participation

Exam format: essay

**Russ 3407 Stories and Plays of Anton Chekhov in Translation**
(Sec 050); Credit will not be granted if credit has been received for: RUSS 5407, RUSS 5406; 3 cr; meets DELM req of classroom

Instructor: Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award; UC Outstanding Teaching Award!!

Description: This course is devoted to the study of literary devices, ideas and themes in 23 stories and 4 major plays by Anton Chekhov—one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.

Class time: 50% lecture, 50% Discussion

Work load: 100 pages of reading per week, 2 exams, 1 paper

Grade: 15% mid-semester exam(s), 40% final exam, 30% written reports/papers, 15% class participation

Exam format: Essay

**Russ 3422 Literature: Tolstoy to the Present in Translation**
(Sec 001); Credit will not be granted if credit has been received for: RUSS 5422, RUSS 5421; 3 cr; meets CLE req of Literature Core; meets DELM req of classroom

Instructor: Corten, Irina H

Description: The purpose of this course is to provide a systematic account of the history and cultural context of Russian literature from the second half of the 19th century to the present, and to help students understand and appreciate the works of individual writers. Among the subjects covered are realism and modernism, feminism, socialist realism, dissidence, and changes in literature and culture under communism and in the post-Soviet period. Readings include works by Tolstoy, Chekhov, Zamyatin, Bulgakov, and Solzhenitsyn. The course is required for Russian language and literature majors and is open to all others.

Class time: 50% lecture, 40% Discussion

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

Grade: 45% mid-semester exam(s), 45% final exam, 10% class participation

Exam format: Essay

**Russ 3993 Directed Studies**
(Sec 001-003); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent , dept consent , college consent ; meets DELM req of classroom

Instructor: STAFF

Description: The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to undergraduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated; preference is given to students in the final year of completing their Russian major. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.

Class time: 20% mid-semester exam(s), 45% final exam, 35% written reports/papers, 15% class participation

Exam format: essay

**Russ 5404 Tolstoy in Translation**
(Sec 001); Credit will not be granted if credit has been received for: RUSS 3404; 3 cr; meets DELM req of classroom

Instructor: Jahn, Gary R

Description: This course provides a survey of the life and literary career of Leo Tolstoy (1828-1910), one of the most celebrated writers of the 19th Century Russia. Known both as a writer of fiction and as a religious and social thinker, Tolstoy was perhaps the best known Russian of his time. This is usually a rather small class, normally less than twenty students. Class time is split between lectures on Tolstoy's life and work and discussions of the required readings. This year we will be reading Tolstoy's long novels _War and Peace_, and _Anna Karenina_, as well as a shorter work, "The Death of Ivan Ilich." We will also consider a few of the philosophical, religious works of the old Tolstoy. Students in the class will be evaluated on the basis of their contribution to discussions and the quality of their papers (one substantial paper required of students enrolled in Russ 5404) and written examinations (two are scheduled, a midterm and a final). Class time: 25% lecture, 75% Discussion.

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

Grade: 20% mid-semester exam(s), 50% final exam, 15% written reports/papers, 15% class participation

Exam format: essay

**Russ 5407 Tolstoy in Translation**
(Sec 001); Credit will not be granted if credit has been received for: RUSS 3407; 3 cr; meets DELM req of classroom

Instructor: Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award; UC Outstanding Teaching Award!!

Description: This course is devoted to the study of literary devices, ideas and themes in 23 stories and 4 major plays by Anton Chekhov—one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.

Class time: 50% lecture, 50% Discussion

Work load: 200 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 paper

Grade: 20% mid-semester exam(s), 50% final exam, 15% written reports/papers, 15% class participation

Exam format: Essay

**Russ 5407 Stories and Plays of Anton Chekhov in Translation**
(Sec 050); Credit will not be granted if credit has been received for: RUSS 3407; 3 cr; meets DELM req of classroom

Instructor: Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award; UC Outstanding Teaching Award!!

Description: This course is devoted to the study of the literary devices, ideas, and themes in 23 stories and 4 major plays by Anton Chekhov—one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.

Class time: 50% lecture, 50% Discussion
Scandinavian Culture Past and Present

205 Folwell Hall: 612/625-2080

Scandinavian

Class Schedule for Twin Cities Campus Spring 2006

Work load: 120 pages of reading per week, 2 exams, 1 papers, One paper of 15 to 20 pages in length
Grade: 15% mid-semester exam(s), 40% final exam, 30% written reports/papers, 15% class participation
Exam format: Essay

Russ 5422 Literature: Tolstoy to the Present in Translation
(Sec 001); Credit will not be granted if credit has been received for: RUSS 3422; 3 cr; meets DELM req of classroom
Instructor: Corten, Irlina H
Description: The purpose of this course is to provide a systematic account of the history and cultural context of Russian literature from the second half of the 19th century to the present, and to help students understand and appreciate the works of individual writers. Among the subjects covered are realism and modernism, feminism, socialist realism, dissidence, and changes in literature and culture under glasnost and in the post-Soviet period. Readings include works by Tolstoy, Chekhov, Zamyatin, Bulgakov, and Solzhenitsyn. The course is required for Russian language and literature majors and is open to all others. Russ 5422 students, in addition to fulfilling all requirements for 3422, are required to read an additional novel and write a 7-page analytical essay in connection with it.
Class time: 60% lecture, 40% Discussion
Work load: 70 pages of reading per week, 7 pages of writing per semester, 2 exams, 1 papers
Grade: 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation
Exam format: Essay

Russ 5993 Directed Studies
(Sec 001-003); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent , dept consent , college consent ; meets DELM req of classroom
Instructor: STAFF
Description: The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to advanced undergraduate and graduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated, preference is given to students in their final year of the Russian major and to graduate students in Russian Area Studies. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.
Class time: 100% 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 3501W Scandinavian Culture Past and Present
(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Houe, Poul
Description: This writing intensive course introduces undergraduate students to cultural, social, and political developments in Scandinavia past and present. It outlines the area's most distinctive physical and historical features, circumscribes some of its principal views and core values, investigates a selection of its major cultural and political figures, and discusses the mentality of the people in the five countries. Its principal objective is Scandinavia/Norden as a cultural construct. In addition to such explanatory contexts and links the course features a number of specific topics and selected themes. Discussions in class will serve to connect the outcome of these special presentations with more systematic class presentations and class materials. Besides readings of primary and secondary materials, the syllabus includes documentary and feature films (on video) and recordings of Scandinavian music. Relevant www-sites will be visited for current information.
Class time: 50% lecture, 50% Discussion
Work load: 85 pages of reading per week, 1 exams, 2 papers
Grade: 50% written reports/papers, 20% class participation, 30% exam
Exam format: take home essay

Scan 3503 Scandinavian Folklore
(Sec 001); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Grimstad, Kaaren E
Description: This course focuses on folktales, legends, jokes and anecdotes as literature that informs us about culture. We will look at form and content in these genres and survey several theoretical approaches to the material. Class sessions will consist of lecture and small group discussions. Primary reading material will include examples from all the Nordic countries, including Finland. The target audience includes both majors and non-major undergraduates.
Class time: 50% lecture, 50% Discussion
Work load: 50 pages of reading per week, 16 pages of writing per semester, 2 papers
Grade: 75% written reports/papers, 25% class participation
Exam format: no exams

Scan 3602 The Literary Fairy Tale in Scandinavia
(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Houe, Poul
Description: In this course for undergraduates, the Scandinavian fairy tale (in English translation) will be examined as a body of literature which originated, essentially, from folk tales and German Romanticism. Emphasis will be on Scandinavian innovations of the fairy tale genre and its tradition, especially the 19th Century tales and stories by Hans Christian Andersen. Attention will also be given to older authors preceding Andersen (such as Perrault and Grimm), and to 20th Century authors (and filmmakers) responding to his artistic mode with novel approaches (such as Isak Dinesen, Astrid Lindgren, Tove Jansson, Villy Sorensen, and Walt Disney). The course will develop students' analytical skills in dealing with one of the world's most important bodies of fairy tales and stories. Different literary theories and reading strategies, such as biography, new criticism, structuralism, psychoanalysis, ideology critique, and deconstruction, will be applied to specific texts in order to futher students' understanding of the art and cultural significance of this type of literature for children and adults. Both national and international dimensions of the material will be considered, and both historical and topical aspsects of fairy tales in Scandinavian culture will be reviewed.
Class time: 50% lecture, 50% Discussion
Work load: 50-100 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers
Grade: 30% final exam, 50% written reports/papers, 20% class participation
Exam format: take home essay

Scan 3605 The Scandinavian Short Story
(Sec 001); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom
Instructor: Houe, Poul
Description: This course will examine thirty-five of the best short stories written in Denmark, Finland, Iceland, Norway, and Sweden within the last 200 years. Although it represents a large variety of literary expressions and human attitudes - ranging from early 19th century Romantic tales to late 20th century absurdist pieces - the Scandinavian short story is typically written in the realistic - psychological mode. Quite esteemed as a literary genre, its classical
form has in recent years been subject to a remarkable expansion and explosion. The principal concern of the Scandinavian short story, however, remains with characters who desperately try to plan their lives and control their future, but whose efforts are usually in vain. Discussions will focus on the individual stories (incl. one short story based film), but attention will also be given to social and historical background, relations to other narrative genres, and to the cultural contexts informing today's short story writers and readers.

Class time: 40% lecture, 60% Discussion
Work load: 65 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers
Grade: 25% final exam, 50% written reports/papers, 25% class participation

Scan 3634 Scandinavian Women Writers
(Sec 001); 3 cr; meets DELM req of classroom
Instructor: STAFF
Description: Scandinavian Women Writers and the Emancipation - Many of Scandinavia's most important writers have engaged in issues of sexual difference and women's emancipation. The aim of this course is to reflect the discussion of women's emancipation through literary texts, and to discuss the intertwining of progressive thought and literary representation. The concept of emancipation is to be understood in a broad sense: some of these writers demanded political authority and social rights, others were focused on personal and/or sexual freedom. The works that will be brought up are all regarded as landmarks in Scandinavian writing, and will be considered because of their literary qualities as well as their progressive ideas. Although the course is focused on literary texts, it will also give the opportunity to speculate on the nature of emancipatory claims. We will focus on some major women authors, and a couple of male ones, from the 17th century onwards. The course is limited to texts that have been translated into English. Students of Scandinavian will have the possibility to read in the original languages as well. Writers included in the course are: Queen Kristina, Carl Jonas, Love Almqvist, Soren Kierkagaard, Fredrika Bremer, Amalie Skram, Selma Lagerlof, Ellen Key, Edith Sodergren, Karen Blixen, Suzanne Brogger, Kerstin Ekman, Katarina Frostenson. This course is designed for undergraduate students in Scandinavian Literature, Gender Studies and Comparative Literature.

Class time: 70% lecture, 30% Discussion
Work load: 75 pages of reading per week, 1 exams, 2 papers
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation
Exam format: Students will be writing 2 short papers, 1 mid-term and 1 at the end of the term. In addition, they will take a final exam at the end of the term.

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 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.

This information is accurate as of: 10/27/2005 at 2:13 PM
Exam format: Exams consist of multiple choice questions, identification of terms, and short essays

Soc 1001 Introduction to Sociology
(Sec 001); Credit will not be granted if credit has been received for: SOC 1011, SOC 1011V, SOC 1011V, SOC 1012, SOC 1012W, 4 cr; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Swartz, Teresa Toguchi
Description: This course is designed to introduce you to the study of society and what Mills calls the "sociological imagination:" a way of viewing the events, relationships and social phenomena that shape our individual lives and much of our collective experience. Through the course we will examine some of the central concepts and problems that have preoccupied both classical and contemporary sociologists, and gain a sense of how the sociological imagination can illuminate the social forces that have a concrete impact on our everyday lives. We will first explore the creation and maintenance of the social order as well as the social processes by which people develop a sense of self and negotiate meanings in everyday social interactions. We then take a look at social structure, social institutions and social stratification. Finally, we will explore how, why, and when social life changes. Throughout the course you will be asked to consider the ways in which society affects your life, and how you, in turn, affect society. Class time will be a mix of lecture, discussion, multimedia, small group work and in-class exercises. The course is targeted to undergraduate majors and non-majors.
Class time: 50% lecture, 20% Discussion, 30% videos, small group work, in-class activities, other
Work load: 40-60 pages of reading per week, 12 pages of writing per semester, 4 exams
Grade: 40% mid-semester exam(s), 40% written reports/papers, 20% class participation/activities/quizzes/labwork
Exam format: multiple choice, short answer, short essay

Soc 1011V Honors: Introduction to Sociology
(Sec 001); Credit will not be granted if credit has been received for: SOC 1001, SOC 1001, SOC 1001, SOC 1001, SOC 1012W, SOC 1012W; 4 cr; prereq honors; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: Swartz, Teresa Toguchi
Description: This course is designed to introduce you to the study of society and what Mills calls the "sociological imagination:" a way of viewing the events, relationships and social phenomena that shape our individual lives and much of our collective experience. Through the course we will examine some of the central concepts and problems that have preoccupied both classical and contemporary sociologists, and gain a sense of how the sociological imagination can illuminate the social forces that have a concrete impact on our everyday lives. We will first explore the creation and maintenance of the social order as well as the social processes by which people develop a sense of self and negotiate meanings in everyday social interactions. We then take a look at social structure, social institutions and social stratification. Finally, we will explore how, why, and when social life changes. Throughout the course you will be asked to consider the ways in which society affects your life, and how you, in turn, affect society. Class time will be a mix of lecture, discussion, multimedia, small group work and in-class exercises. This honors section provides an opportunity for more intensive discussion and for hands-on learning with original field research projects.
Class time: 40% lecture, 30% Discussion, 30% videos, in-class exercises, student presentations, field research projects
Work load: 50-75 pages of reading per week, 20 pages of writing per semester, 4 exams
Grade: 40% mid-semester exam(s), 40% written reports/papers, 20% participation/activities/presentations
Exam format: multiple choice, short answer, essay

Soc 3090 Topics in Sociology: Homelessness: Down & Out in America
(Sec 001); 3 cr; prereq [1001, soph or above] or instr consent; Some majors must register A-F; meets DELM req of classroom
Instructor: Gowan, Teresa
Description: This class will examine several zones of "low life" through the eyes of impoverished Americans themselves, as well as through those of the reformers, academic experts, authors, and musicians who have interpreted, analyzed, romanticized or condemned them. As we read about the hobo and the sailor, the female tramp and the saloon girl, as well as contemporary Americans "on the skids" and "behind ghetto walls," we will trace some enduring themes within marginality in the United States. Particular emphasis will be paid to the rootlessness encouraged by the American economy, the love-hate relationship between elites and marginal populations in popular culture, and the increasing racialization of poverty and homelessness. Most of the required reading reports and other assignments will be self-published by students on the class blog, which will enrich the depth and scope of class debate. Final projects incorporating photography, music, or fiction may also be approved subject to consultation with the professor.
Work load: 55-75 pages of reading per week, 15-20 pages of writing per semester, 2 exams, one final term paper
Grade: 30% mid-sem-semester exam(s), 30% written reports/papers, 10% class participation, 30% blog citizenship, (including the timely posting of reading reports)

Soc 3101 Introduction to the American Criminal Justice System
(Sec 001); 3 cr; A-F only; prereq credit will not be granted if credit has been received for Soc 3111; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom
Instructor: Samaha, Joel B!!CLA Distinguished Tchg Awd!!
Description: 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 critical 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, 20% documentary videos of police, courts, and corrections, and terrorism
Work load: 40 pages of reading per week, 10 pages of writing per semester, 5 exams
Grade: 30% mid-sem-semester exam(s), 60% final exam, 10% class participation
Exam format: multiple choice, short answer (identification, description, definition)
Course URL: http://blog.lib.umn.edu/ips/soc3101/

Soc 3102 Introduction to Criminal Behavior and Social Control
(Sec 001); 3 cr; A-F only; credit will not be granted if credit has been received for Soc 3111; meets DELM req of classroom
Instructor: Hlavka, Heather R
Description: What is crime, who commits crime, and how do we measure it? Through what means and by what justification does society create rules and laws, and punish those who break them? This course is designed to ask and answer these questions and more from a distinctly sociological perspective: that is, how external conditions contribute to lawful and criminal behavior. We will study the dominant
sociological theories of criminal offending and work to understand how research plays a key role in criminal victimization, perpetration, and some of the myths and realities of crime and justice. Focus is placed on: (1) formal control systems including law enforcement, social policy and private organizations; and (2) informal control systems such as belief systems, education, employment, family, peers, etc. Course objectives include understanding some of the ways in which sociologists recognize and study specific characteristics of crime and social control.

**Class time:** 40% lecture, 20% Closed Circuit TV, 30% Discussion, 10% guest speakers

**Work load:** 40-50 pages of reading per week, 15-20 pages of writing per semester. 3 exams, 2 papers, 5-7 response papers

**Exam format:** Mixed format: multiple choice, true/false, short answer

**Course URL:** http://www.myu.umn.edu

---

**Soc 3211W American Race Relations**

*(Sec 002)*; 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Hartmann, Douglas

**Description:** "The problem of the 20th century," W.E.B. DuBois wrote at the turn of the 20th century, "is the problem of the color line." 100 years later, there is much evidence that would seem to vindicate DuBois's prediction. If most Americans can agree that race is a problem in the US, there is great disagreement about almost everything else having to do with race. This course is designed to help students begin to develop their own informed perspectives on American racial "problems" by introducing them to the ways that sociologists deal with race/race relations/racism. We begin by talking about racial identities/attitudes in the US, the ways in which these have changed since the Civil Rights movement, and the kinds of conceptual tools and empirical information needed to properly think about race in contemporary America. We will examine the experience(s) of African Americans in the post-Civil Rights period and the coterminous realities of racism, whiteness and white privilege. After midterm, we will expand our understanding of racial/ethnic dynamics by exploring the experiences of other communities of color & how these intersect with class & gender. We will focus on immigration, & the importance of race/ethnicity in contemporary American cities. The course will conclude by giving close consideration to issues of assimilation/pluralism/diversity. Our goal will be to consider race as a source of identity & difference as well as a system of privilege, power & inequality affecting everyone.

**Class time:** 60% lecture, 30% Discussion, 10% videos/other AV materials

**Work load:** 75-100 pages of reading per week, 12 pages of writing per semester, 2 exams, 3 papers, writing intensive; service learning option for final paper

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

**Exam format:** short answer, essay and identification

---

**Soc 3301W Politics and Society**

*(Sec 001)*; 3 cr; A-F only; prereq 1001 or instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Broadbent, Jeffrey Prad

**Description:** These days, people are increasingly concerned about our nation's policies and its relations with other countries. Americans have lost trust in their government and leaders, and also participate less in the social life of their communities. Threats to a democratic open society seem to multiply -- terrorism, war, environmental disaster, and economic decline. How can we understand and respond? Political sociology -- the study of the interaction between politics and society -- can help us think through these issues. In an ideal democracy, each citizens would have an equal political voice. But social inequalities concerning wealth, race, religion, class and gender affect the distribution of power. Governments don't always allow equal, open access. As a result, less privileged people may feel ignored, stop voting or take to the streets in protest. Political sociology offers the tools to study issues of power, politics and society -- useful concepts, good information and logical thinking. This class will cover the core concepts, theories and findings. As we deem participation good in democracy, so too in teaching. This course stresses student participation and "active learning." Students learn through extensive discussion of selected readings, write short essays on contemporary politics, and can for their term paper, can participate in a community organization to see how it deals with a social/political issue. The course will be web enhanced thought WebCT.

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

---

This information is accurate as of: 10/27/2005 at 2:13 PM
Soc 3411W Organizations and Society  
**Description:** This course introduces undergraduates to contemporary theories and debates about formal organizations in an international context, including such forms as large corporations, small businesses, public bureaucracies, nonprofit, and voluntary organizations. Our primary objectives are: (1) To compare, from the perspectives of people in affected nations, the diverse assumptions, interpretations, and organizational responses to complex globalization processes. (2) To identify significant differences and consequences of the social institutions - customs, norms, associations, laws, governments - that manage and regulate organizational behaviors from the workplace to multinational corporations. (3) To examine organizational networks of economic, technological, cultural, and political relations that interconnect the world's societies and nation-states. Classes consist of lectures, role-playing activities, film clips, and small amid large group discussions of the issues raised by the reading assignments. SOC 3411W is certified for International Perspectives theme. It is a writing intensive course, with two options for students to earn an additional credit hour: (1) by participating in a community service learning project at a local organization; (2) by writing their major project paper.  
**Class time:** 40% lecture, 30% Discussion, 30% Group activities, film clips  
**Work load:** 50 pages of reading per week, 30 pages of writing per semester, 1 papers  
**Grade:** 100% written reports/papers  
**Course URL:** [http://www.soc.umn.edu/~knoke/pages/SOC3411W.htm](http://www.soc.umn.edu/~knoke/pages/SOC3411W.htm)

Soc 3421W Sociology of Work  
**Description:** In this course we will cover topics of interest to sociologists in the area of work. We will begin by looking into the nature of work itself and how it has evolved over time. As an in-depth case study of the transformation of labor in early industrial society, we will focus on the French experience from the late 1700s through the mid 1800s. This is a fascinating period in French history, involving radical political and economic transformations greatly affecting labor. Next, we will branch out into the many areas within the larger study of work and occupations of interest to social scientists. These topics will include, but are not limited to, the contexts within which work takes place, work and labor market structures, labor market outcomes, gender and racial inequalities in the workplace, and issues surrounding comparable worth. This course is designed for undergraduate sociology majors, as well as for students in other areas with some background in sociology (or related field) and interests in the sociology of work.  
**Class time:** 60% lecture, 40% Discussion  
**Work load:** 50-75 pages of reading per week, 50-75 pages of writing per semester, 1 papers. There is one major paper for the semester which will be approximately 20-30 pages long in the end, to be worked on in stages throughout the semester. Also, there will be weekly writings on the readings, approximately 1-2 pages long each.  
**Grade:** 50% written reports/papers, 25% in-class presentations, 25% class participation  

Soc 3501 Sociology of Families  
**Description:** This course introduces undergraduates to contemporary theories and debates about family and work. We will begin by looking into the nature of work itself and how it has evolved over time. As an in-depth sociologists in the area of work. We will begin by looking into the nature of work itself and how it has evolved over time. As an in-depth

Instructor: Liebler, Carolyn  
**Description:** Family relationships shape us, while at the same time families themselves are shaped by other social phenomena. We will explore the multiple facets of this observation. Topics in this course include: varieties of family structures and experiences in the past and today; theories about how family structures and experiences shape individuals' outcomes; policy implications of how we define the family; and social processes within the family, including marriage/divorce, parenting, and joint decision-making.  
**Class time:** 45% lecture, 25% Discussion, 30% small-group exercises, films, guest speakers  
**Work load:** 40-70 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers, class participation  
**Grade:** 20% mid-semester exam(s), 20% final exam, 25% written reports/papers, 25% class participation, 10% short writing assignments to aid in writing the course paper  
**Exam format:** short answer and essay  

Soc 3511 World Population Problems  
**Description:** This course explores population dynamics in global perspective. Students will learn major population theories and measures. We will closely examine the ways in which people enter and leave populations -- by birth, death, or migration. We will explore societal differences in these phenomena and investigate their causes and consequences. In particular, we will explore differences in the population situations in highly developed and less developed nations, and differences between subgroups within societies. Within-country differences in population processes exist along gender, race, and social class lines. Key population policies will be discussed.  
**Class time:** 60% lecture, 40% Discussion  
**Work load:** 30-70 pages of reading per week, 20 pages of writing per semester, 3 exams, 4 papers  
**Exam format:** multiple choice, short answer, essay

Instructor: Meier, Ann  
**Description:** This course provides an introductory overview of major social theories ranging from the foundational sociological theories of Marx, Weber and Durkheim to current theories of globalization. We will examine a range of theories with particular attention to their treatments of core sociological questions and concerns, including: What holds human societies together? How do societies reproduce themselves? What are the key sources of social conflict, and how are they resolved or contained? What are the significant features of modernity, and what are the implications of modernity for social life? How are social identities created, sustained or transformed, and to what effect? Where is society headed in the future? The goals of the course are to deepen students’ understanding of the significance of such questions and to provide a preliminary survey of theories that have tackled these questions from the late 19th century to the present. The course design is premised on the idea that the best way to learn and understand social theory is by seeing its connection to contemporary issues and concerns. Therefore, the primary theory readings in this course are paired with writings that illustrate the relevance of these theories to contemporary concerns or that directly apply the theories to current issues and questions.  
**Class time:** 60% lecture, 10% Closed Circuit TV, 20% Discussion, 10% small group exercises  
**Work load:** 50-70 pages of reading per week, 7 pages of writing per semester, 3 exams, 13 papers, Papers are in-class writing assignments only  
**Grade:** 30% mid-semester exam(s), 40% final exam, 30% quizzes  
**Exam format:** multiple choice, short answer and essay  
**Course URL:** [http://www.soc.umn.edu/~hull/teaching.html](http://www.soc.umn.edu/~hull/teaching.html)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc 3701</td>
<td>Social Theory</td>
<td>4 cr</td>
<td>Soc 1001 or instr consent</td>
<td>meets DELM req of classroom</td>
<td>STAFF</td>
<td>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.</td>
</tr>
<tr>
<td>Soc 3811</td>
<td>Basic Social Statistics</td>
<td>4 cr</td>
<td>Soc 1001, intermediate algebra</td>
<td>meets DELM req of classroom</td>
<td>ELLIOTT, SCOTT R</td>
<td>The objective of this course is to introduce undergraduates to major areas of probability, distributions, and statistical procedures. The course emphasizes (1) measures of central tendency, dispersion, skewness, and kurtosis, (2) measures of association and correlation, (3) regression and analysis of variance techniques, (4) basic notions of probability, random variables, and distributions, and (5) statistical inference.</td>
</tr>
<tr>
<td>Soc 4090</td>
<td>Topics in Sociology: Sociology of Youth</td>
<td>3 cr</td>
<td>Soc 1001, 1011, or 1012</td>
<td>meets DELM req of classroom</td>
<td>MORTIMER, JYELAN T</td>
<td>This course provides an introductory overview of major sociological theories and perspectives that are used in the study of adolescent development. The course will focus on the social contexts in which adolescents live, including family, schools, peer groups, and the broader social world. The course will also consider the ways in which adolescents think, feel, and behave, and how these factors interact to shape their development.</td>
</tr>
<tr>
<td>Soc 4101W</td>
<td>Sociology of Law</td>
<td>3 cr</td>
<td>Soc 1001, 1011, or 1012</td>
<td>meets DELM req of classroom</td>
<td>STRYKER, ROBIN S</td>
<td>This course provides an introductory overview of major theoretical perspectives and empirical findings in the sociology of law. The course will focus on the role of law in society, including the social systems that shape law, the institutions that enforce it, and the effects of law on social processes.</td>
</tr>
</tbody>
</table>

**Workload:**
- Soc 3701: 30 pages of reading per week, 3 exams, one or two chapters of reading per week, three exams, six individual homework problem sets
- Soc 3811: 20-35 pages of reading per week, 2 exams
- Soc 4090: 30 pages of reading per week, 3 exams, 1 book essay
- Soc 4101W: 40 pages of reading per week, 4 exams, 1 book essay

**Grade:**
- Soc 3701: 35% mid-semester exam(s), 15% final exam, 10% class participation, 40% Homework problem sets
- Soc 3811: 35% mid-semester exam(s), 15% final exam, 10% class participation, 40% Homework problem sets
- Soc 4090: 35% mid-semester exam(s), 15% final exam, 10% class participation, 40% Homework problem sets
- Soc 4101W: 35% mid-semester exam(s), 15% final exam, 10% class participation

**Exam Format:**
- Soc 3701: Short answer math problems, usually asking for interpretation of results and/or statistical concepts
- Soc 3811: Multiple choice, true/false, short answer, and essay
- Soc 4090: Multiple choice, true/false, short answer, and essay
- Soc 4101W: Essay, multiple choice, true/false, short answer, and essay

This information is accurate as of: 10/27/2005 at 2:13 PM
Soc 4102 Criminology
(Sec 001); Credit will not be granted if credit has been received for: SOC 4103, SOC 4103; 3 cr; A-F only; prereq 3101 or 3102 or 3111 or instr consent; meets DELM req of classroom
Instructor: Carbonne, Kristin Carmela
Description: Contemporary criminology is increasingly organized around the explanation of the development of criminal propensities and issues of offending over the life span. This course examines these issues with a specific focus on sociological approaches. Specifically, we consider theory and research on 1) the basic facts of crime that prompted developmental/life course approaches; 2) key theoretical approaches; 3) typological approaches; and 4) implications for crime control strategies. This course might appeal to those considering graduate work in criminology and/or careers in law or criminal justice.
Class time: 15% lecture, 85% Discussion
Work load: 35 pages of reading per week, 5 exams, unannounced quizzes
Grade: 90% non cumulative short answer and essay exams; 10% participation in course surveys
Exam format: 40% identification, definition; 60% essay
Course URL: http://blog.lib.umn.edu/bis/soc5161/

Soc 4175 Law, Politics, and Inequality
(Sec 001); 3 cr; prereq 1001 or 3101 or 3102 or 3111 or instr consent;soc major must register A-F; meets DELM req of classroom
Instructor: Stryker, Robin S
Description: Law is an important object of study, not just for understanding crime and criminal justice systems, but also for understanding how economic systems, political systems and systems of stratification/inequality come to be, are reproduced and reinforced, or conversely, undercut and transformed. The overarching goal for this course is to understand and explain when, how, why, and to what extent law reproduces or conversely undercut class, race, gender and other inequalities. The key questions to be asked and answered concern the opportunities and limits of law for reducing economic, political and social inequalities at multiple institutional levels from local to national to transnational and global. Emphasis will be given to issues of inequality in advanced capitalist democracies, including but not restricted to the United States. Readings will include a central text, John R. Sutton's Law/Society: Origins, Interactions and Change, and also an assortment of articles and chapters available either through electronic reserve or for purchase as a readings packet. Your grade will be determined by your performance on three exams, with 1/3 of your grade allocated to each exam. If you are on the borderline between two grades (say A-/B+) and have excellent class participation, you will receive the higher grade.
Class time: 75% lecture, 25% Discussion
Work load: ~50-75 pages of reading per week, 3 exams
Exam format: Multiple choice, may also be some short answer/essay

Soc 4311 Race, Class, and the Politics of Nature
(Sec 001); 3 cr; A-F only; meets CLE req of Environment Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Goldman, Michael R
Description: This course focuses on some of the world's most perplexing ecological/social problems, helping students to understand them from a sociological perspective that emphasizes the significance of class and race in the making of these problems. We take a close look at compelling case studies, such as the creation of a nuclear landscape in the U.S. Southwest; the colonization of the Amazon rainforest; the production of types of nature at U.S. theme parks and African nature reserves; and the global transformation of food production. We also explore the roles of scientists, NGOs, regulatory agencies, private firms, and social movements in the Brazilian Amazon, Cameroon, the U.S., and parts of Southeast Asia, in order to help us understand how such problems are created and potentially resolved.
Class time: 50% lecture, 50% Discussion
Work load: 75 pages of reading per week, 25 pages of writing per semester, 4 papers
Textbooks and other reading: Samaha, Criminal Procedure 6th edition (earlier editions not suitable). Audience: Upper division undergraduates in all departments and colleges; some graduate and professional students.

Soc 4149 Killing
(Sec 001); 3 cr; prereq Sr or grad; grad students only may enroll S-N; meets DELM req of classroom
Instructor: Malquist, Carl P
Description: Sociological, legal, and psychological aspects of diverse types of killing. The topic of "normal" killings is contrasted with various pathological types. Subtopics include: mentally disturbed killings, sexual killings, killings within families, gang killings, and terrorist killings.
Class time: 60% lecture, 30% Discussion, 10% small group work
Work load: 40 pages of reading per week, 3 exams, 2 papers
Grade: 40% mid-semester exam(s), 30% final exam, 15% written reports/papers, 10% special projects, 5% in-class presentations
Exam format: multiple choice and short answer

Soc 4162 Criminal Procedure in American Society
(Sec 001); 3 cr; prereq 3101 or 3102 or 3111 or instr consent; meets DELM req of classroom
Instructor: Samaha, Joel B !ICL Distinguished Tchg Awd!!
Description: Course Content: Balance between government power to enforce criminal laws and individuals' right to be let alone by the government. Topics include: police power to stop and frisk, arrest, search, and interrogate suspects; right to a lawyer; remedies for constitutional violations. Teaching methods: Read and discuss U.S. Supreme Court and other cases; a few mock arguments and debate. Textbooks and other reading: Samaha, Criminal Procedure 6th edition (earlier editions not suitable). Audience: Upper division undergraduates in all departments and colleges; some graduate and professional students.
Class time: 15% lecture, 85% Discussion
Work load: 35 pages of reading per week, 5 exams, unannounced quizzes
Grade: 90% non cumulative short answer and essay exams; 10% participation in course surveys
Exam format: 40% identification, definition; 60% essay
Course URL: http://blog.lib.umn.edu/bis/soc5161/
Soil 2125 Basic Soil Science
(Sec 001); Credit will not be granted if credit has been received for: SOIL 1125, SOIL 1125, SOIL 1125, SOIL 5125, SOIL 5125, SOIL 5125, SOIL 5125, AGUM 2251, AGUM 2251, AGUM 2251; 4 cr; A-F only; prereq Chem 1011 or Chem 1021 or equiv; meets CLEM req of classroom
Instructor: Lamb, John A!!COAFES Distinguished Tchg Awd!!
Description: This is the introductory course for Soil Science. The material covered includes information on physical, chemical, and biological soil properties. These properties are related to agricultural and environmental examples where knowledge of soils is important. This course has 2 lectures a week (Monday and Wednesday), a self-paced laboratory, and a recitation session on Thursday. The overall goal of this course is to provide a foundation of Soil Science principles that can be applied to future study and every day life.
Class time: 40% lecture, 20% Discussion, 40% Laboratory
Work load: 35 pages of reading per week, 4 exams
Grade: 29% mid-semester exam(s), 20% final exam, 10% class participation, 19% lab work, 22% problem solving
Exam format: Multiple choice and short answer.
Course URL: http://www.ARDilla.umn.edu/soil2125/

Soil 4093 Directed Study
(Sec 001); 1-7 cr; max crs 20, 20 repeats allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Students who want to explore a special topic of their interest should visit with a faculty member who will direct their exploration. Report length dependent on the credits.
Class time:

Soil 4094 Directed Research
(Sec 001); 1-7 cr; max crs 7, 1 repeat allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Students who want to do research in a special area should determine a faculty member who will guide their research activities. Research depth depends on the credits.
Class time:

Soil 5311 Soil Chemistry and Mineralogy
(Sec 001); 3 cr; prereq [[Chem 1022 or equiv], Phys 1102, grad] or instr consent; meets DELM req of classroom
Instructor: Bloom, Paul Ronald
Description: Structural chemistry, and origin and identification of crystalline soil clay minerals. Structure of soil organic matter. Chemical processes in soil; solubility, adsorption/desorption, ion exchange, oxidation/reduction, acidity, and alkalinity. Solution of problems related to environmental degradation, plant nutrition, and soil genesis.
Class time: 80% lecture, 20% Discussion
Work load: 20 pages of reading per week
Course URL: http://www.soils.ardilla.umn.edu/academics/classes/5311

Soil, Water, and Climate
439 Borlaug Hall: 612/625-1244

This information is accurate as of: 10/27/2005 at 2:13 PM 199
SALC 3414 Comparative Religions of South Asia (Sec 001); Credit will not be granted if credit has been received for: SALC 5414, SALC 5414; 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom
Instructor: Junghare, Indira Y !!CLA Distinguished Tchg Awd!!
Description: This course compares and contrasts basic philosophical concepts, literatures, ideologies, and ritualistic practices of Hinduism, Buddhism, and Jainism, with those of Islam and Sikhism. The course begins with a discussion of the rise and development of the religions as socio-cultural traditions and belief systems. The subsequent discussions include the concepts of the soul, the ultimate reality, the self, and their relationships with each other and the universe in general. The approach to the study of the religions is synthetic, i.e. a combination of historical, philosophical, and anthropological methods. This course is open to all interested students.
Class time: 60% lecture, 30% Discussion, 10% video
Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams
Grade: 35% mid-semester exam(s), 35% final exam, 20% written reports/papers, 10% class participation
Exam format: multiple choice, essay, short answer

SALC 5414 Comparative Religions of South Asia (Sec 001); Credit will not be granted if credit has been received for: SALC 3414, SALC 5414, SALC 3414; 3 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom
Instructor: Junghare, Indira Y !!CLA Distinguished Tchg Awd!!
Description: This course compares and contrasts basic philosophical concepts, literatures, ideologies, and ritualistic practices of Hinduism, Buddhism, and Jainism, with those of Islam and Sikhism. The course begins with a discussion of the rise and development of the religions as socio-cultural traditions and belief systems. The subsequent discussions include the concepts of the soul, the ultimate reality, the self, and their relationships with each other and the universe in general. The approach to the study of the religions is synthetic, i.e. a combination of historical, philosophical, and anthropological methods. This course is open to all interested students.
Class time: 60% lecture, 30% Discussion, 10% video
Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams
Grade: 35% mid-semester exam(s), 35% final exam, 20% written reports/papers, 10% class participation
Exam format: multiple choice, essay, short answer

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

Spanish (34 Folwell Hall: 612/625-5858)

Span 344 Advanced Medical Spanish (Sec 001); 0 cr; S-N only; prereq Span 0144, 2 yrs. Spanish College Level or equiv, dept consent ; meets DELM req of classroom
Instructor: Lopez, Maria Emilce !!!Outstanding Service Award!!
Description: Designed to further develop and strengthen the language skills and cultural awareness students have been exposed to and acquired in Intermediate Medical Spanish 0144, a course designed to help health care professionals communicate with patients who speak Spanish. Explore more advanced and specific medical vocabulary and phrases to improve conduct patient interviews and medical history, vocabulary and conversation to conduct physical exams, and understand the Latin American view of health and health care. Complete individual work on WebCT and CD-ROM; these activities focus on vocabulary, listening, reading, writing, and exploring cultural issues about interviews to a significant number of health care providers who work with Spanish speaking community and the unique opportunity to get perspectives on health related issues from Chicanos/Latinos immigrants in the Twin Cities. This is a zero-credit course. Academic credit will not be granted. For credit version see Span 3044.
Course URL: http://www.cce.umn.edu/Span0144/home.html

Span 1002 Beginning Spanish (Sec 001-004); 5 cr; prereq 1001 completed at UMNTC, dept consent; meets DELM req of classroom
Instructor: STAFF
Description: This course is for the student who has completed Spanish 1001 at the University of Minnesota. Upon entering this course, the student should know basic vocabulary and present and past tense forms, that is to say, be familiar with the material between the "Leccion Preliminar" to "Leccion 9" of the text, "?Sabias que...?", 3rd ed. Spanish is spoken almost exclusively in class. Spanish 1002 continues to focus on the development of communicative skills: listening, speaking, reading and writing. One day a week students watch "Destinos", an educational television program in Spanish. The text "?Sabias que...?", 3rd ed., is accompanied by a workbook and audio tapes that are designed to be studied outside class. The readings in the text have been taken from Spanish language newspapers and magazines. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Since the majority of class time is devoted to speaking and listening, class attendance is critical.
Class time: 5% lecture, 15% Closed Circuit TV, 10% Discussion, 1% Laboratory, 60% Group work, reading and related activities
Work load: 3-5 pages of reading per week, 10 pages of writing per semester, 6 exams, 6 quizzes, compositions and journals, approximately 60-120 mins. study per day, 20 pages textbook and workbook exercises (5-10 hrs./wk)
Grade: 20% mid-semester exam(s), 20% final exam, 15 quizzes, 10% class participation, 35% 15% oral interview type evaluations, 10% written compositions and writing activities, 10% listening and workbook exercises
Exam format: All quizzes and tests evaluate listening, reading, vocabulary, grammar and writing. A minimum of multiple choice & true-false items; an effort is made to encourage the use of natural language by using short answers and essays. Two oral interviews.

Span 1003 Intermediate Spanish (Sec 001-029); 5 cr; prereq [1002 or 1022] or EPT placement; meets DELM req of classroom

This information is accurate as of: 10/27/2005 at 2:13 PM
Span 1004 Intermediate Spanish
(Sec 001, 029); Credit will not be granted if credit has been received for: SPAN 1014, SPAN 1014, SPAN 1014, SPAN 1044, SPAN 1044, SPAN 1044; 5 cr; prerequisite: 1003 or 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 upon 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 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 1022 Alternate Second-Semester Spanish
(Sec 001-021); 5 cr; prerequisite: Placement above 1001; meets DELM req of classroom
Instructor: STAFF
Description: This course is for the student who has studied two or more years of Spanish. The course provides a quick review of very beginning Spanish and at the end of this course students should be ready for Spanish 1003. Upon entering this course, the student should know basic vocabulary and be familiar with present and past tense forms. Spanish is spoken almost exclusively in class. Spanish 1022 focuses on the development of communicative skills: listening, speaking, reading and writing. One day a week students watch "Destinos", an educational television program in Spanish. The text, "¿Sabías 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
Exam format: All quizzes and tests evaluate listening, reading, vocabulary, grammar & writing. A minimum of multiple choice & true/false items; encourage the use of natural language by using short answers and essays. Two oral interviews.

Span 1044 Intermediate Medical Spanish
(Sec 001); Credit will not be granted if credit has been received for: SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1014, SPAN 1014; 5 cr; prerequisite: 1003 or equiv; meets DELM req of classroom
Instructor: Lopez, Maria Emilce ! Outstanding Service Award! Description: Course designed to help health care professionals and/or students pursuing health care field communicate with patients who speak Spanish. Basic Medical vocabulary, questions and answers in common medical situations, vocabulary and phrases to conduct patient interviews and medical history, vocabulary and conversation to conduct physical exams; understanding the Latin American view of health and health care. In terms of the grammatical aspects, the course covers same areas as Spanish 1004; therefore, students planning on taking Spanish 3015 will be prepared to do so. Besides in class activities, and for a better understanding of cultural aspects, students will perform individual work on WebCT and CD-ROM which concentrate on watching and listening, reading and writing about interviews of health care providers who work with Spanish speaking community, and interactions in the target language between doctors and patients. * Evaluation standards: Students will be evaluated on class participation, discussion of course content, exploration of cultural component, therefore class attendance is critical. Evaluation of communicative speaking, writing, listening and reading is done through exams, composition writing and presentation. Application of Learning Technologies: e-Health week online discussion of questions based on readings. The discussion requires thought about how a theme is related to aspects of interaction with the Chicanos/Latino population.
Class time: 10% lecture, 60% Discussion, 30% language lab, listening, writing testing for comprehension and vocabulary and peer editing
Work load: 10-15 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 1 papers, 2 reports for round table discussion, 1 presentation.
Grade: 15% written reports/papers, 50% quizzes, 10% in-class presentations, 15% class participation, 10% round table discussion
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 3015 Spanish Composition and Communication
(Sec 001-011); 4 cr; prerequisite: 1004 or 1014 or 1044, LPE high pass; meets DELM req of classroom
Instructor: STAFF
Description: Spanish 3015 is the first of the upper division sequence...
for Spanish majors and minors. To enroll in this class, a student must have successfully completed Spanish 1004 or Spanish 1014 or Spanish 1044 and a "High Pass" on the LPE is highly recommended. Students who have not taken Span 1004 (or equiv.) at the University of Minnesota must achieve a "high pass" on the LPE to enroll in Spanish 3015. This class is designed to further develop and strengthen the language skills acquired in the foundation courses. Rather than separating the internal disciplines inherent in second language study, this course seeks to integrate in a meaningful and "real-world" fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will generate a series of creative and original compositions and will read a variety of texts from both Spain and Latin America. The class will employ diverse learning techniques -- grammar review, audio tape exercises, paired work, small group work, all class discussions, peer editing, process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a major time commitment on the part of each student registered.

Class time: 25% lecture, 50% Discussion, 25% 15% peer editing, 10% preparing and presenting projects

Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 4 papers, 30% compositions, 20% examinations, 10% research paper, 10% oral presentation, 10% reader's journal, 20% compositional group work and class participation

Grade: 15% class participation, 0% 5% participation in peer editing groups, 30% compositions and portfolio, 20% examinations, 10% reader's journal, 10% round-table discussion, 10% final research paper

Exam format: Essays and short answers written in Spanish, together with grammar sections.

Spa 3021 Advanced Communication Skills
(Sec 001-005); 4 cr; prereq 3015; credit will not be granted if credit received for: Tilds 3021; meets DELM req of classroom

Instructor: STAFF

Description: Spanish 3021 is the second of the upper division sequence for majors or minors. Students who received an A or B in Spanish 3015 under the semester system and feel linguistically prepared, have the option to advance to the 31xx series in lieu of 3021; however, they may substitute it later for an elective course. While this class is designed to further develop and strengthen the language skills, it seeks to integrate in a meaningful and "realworld" 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: 15% mid-semester exam(s), 20% quizzes, 15% in-class presentations, 10% class participation, 0% 5% 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.

Spa 3044 Advanced Medical Spanish
(Sec 002); 4 cr; prereq [[1004 or 1014 or 1044 or equiv.], LPE in Spa] or instr consent; meets DELM req of classroom

Instructor: Lopez, Maria Emilce!! Outstanding Service Award!!

Description: This course is designed to further develop and strengthen the linguistic skills and cultural awareness students have been exposed to and acquired in Intermediate Medical Spanish 1044 (Span1044). This higher language and culture level course, is designed to train health care professionals and/or Spanish Studies majors/minors to communicate more effectively in linguistic and cultural terms with Spanish speaking patients. Students will explore more advanced and specific medical vocabulary, communication strategies and related cultural aspects. The goal is targeted to: improve conducting patient interviews and medical history, using vocabulary and conversation to conduct physical exams; and to better understand Latin American views on health and health care. The course applies a variety of communicative tasks to address learning skills, uses technology, and promotes discussion. Students are to read course related articles and perform assignments on Web-CT about CD-ROM segments outside of class. Web-CT activities focus on vocabulary, listening, reading, writing, and discussion. CD-ROM features videotaped interviews of a significant number of health care providers who work with the Spanish speaking immigrant community and the unique opportunity to get perspectives on health related issues from Chicanos/Latinos in the Twin Cities. These exercises are intended to expose different cultural views on health and health care, promote cultural awareness and cultural sensitivity.

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

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.

Spa 3105W Introduction to the Study of Hispanic Civilizations
(Sec 001-005); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: La clase presenta un enfoque parcial del amplio panorama de la cultura y civilizacion hispanicas en España 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 idiosincrasia hispana. Motivo de discusion seran ciertos rasgos que tienden a formularse en las sociedades latinas: la religion y el fetichismo, la re-escritura de la historia, el discurso politico, el racismo y los grupos etnicos, la civilizacion y la barbarie, la revolucion y las nascientes democracias, la literatura, la musica, el teatro y el carnival etc. El proposito original del curso es familiarizar al estudiante con el funcionamiento de los mecanismos sociales que hacen de la sociedad hispana un fenomeno peculiar y distinto. En razon a ello, las clases tendran dos componentes basicos. Por un lado, el profesor presentara al inicio de cada seccion y en algunas clases los conceptos y los temas que seran enfatizados en al analisis de textos especificos recurriendo a los fuentes de informacion disponibles, e.g., bibliotecas, bibliografias, revistas especializadas etc. Se requiere que los alumnos: 1) atiendan las explicaciones y tomen notas de las mismas; 2) estudian los topicos forma el historicos que aparecen en los textos asignados; 3) observen sistematicamente los videos presentados en clase; 4) formen grupos de discusion funcionales tanto dentro como fuera de clase.

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

Exam format: take-home

Spa 3107W Introduction to the Study of Hispanic Linguistics
(Sec 001-004); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

Description: This course is an introduction to Linguistics conceived as
Span 3404 Health, Community, and Service  
(Sec 001); 3 cr; prereq [1044 or 3015] with a grade of at least B-; meets DELM req of classroom; meets DELM req of partially internet based  
Instructor: Lopez, Maria Emilce!!Outstanding Service Award!!  
Description: SPAN 3404 ?Health, Community and Service? is a higher level and culture level course is designed to train Spanish Studies majors/ minors to communicate effectively with Spanish speaking patients. Span 3404 has a service-learning component by which students relate academic topics with service they do with community partners that serve the Chicano/Latino population. workload. Students work 30 hours in the community over the semester (about 2-3 hrs per week). They also meet in class on the per week for a 2-hour seminar, adding to this a one 1-hour participation in online forum and journal writing. The class is composed of discussions (such as Latino immigrants in the Twin Cities, disparities in health, health care and culture and related aspects), and visits to the community. Students will be evaluated on class participation, application of linguistic course content and discussion of the cultural component; therefore, class attendance is critical. Evaluation of communicative speaking, writing, listening and reading will be done through in-class discussion, participation in the community and in online community forum, written assignments relevant to the medical setting, research, creating of brochure and presentation of devised material.  
Class time: 60% Discussion, 40% student centered culture and special purpose language activities;  
Work load: 20-30 pages of reading per week, 13-26 pages of writing per semester, CD-ROM, VISTA and online assignments, 1 paper(s), 1 brochure and its presentation by teams.  
Grade: 20% class participation, 50% written report(s)/journal(s/paper(s) and other assignments; 30% participation in the community
addressing the audience's desier to see their problems enacted in understandable and creative terms. The course will be of special interest for those students in search of a better understanding of the construction and de-construction of Hispanic cultural and theatrical discourses within and outside of the U.S. Thus we will also explore how the size, ethnic and racial composition, and distribution of U.S. Hispanic groups have shaped the dynamics of its theatrical communities, for example, the degrees of cultural assimilation to the English mainstream canon. Students will be encouraged to reflect, to listen to one another, to develop new learning strategies, and to formulate and try out some new ways of thinking about the content of the course being offered.

Grade: 10% in-class presentations, 15% class participation, 0% 3 take-home exams, 25% each; Honor students; same as, plus students must write an additional paper in consultation with the instructor.

Span 3702 Structure of Spanish: Morphology and Syntax
(Sec 001); Credit will not be granted if credit has been received for: SPAN 3802, SPAN 3702H, SPAN 3702H; 3 cr; prereq 3107; meets DELM req of classroom
Instructor: Ocampo, Francisco Antonio
Description: This course is an introduction to the morphology and syntax of Spanish. The goal of the course is to improve the comprehension of written Spanish by developing the ability to analyze words and sentences. Consequently, much of the course work will be devoted to practice syntactic analyses of sentences taken from literary texts. Students will develop the ability to identify the different morphological and syntactic components of Spanish. They will also be able to manipulate morphosyntactic notions such as morpheme, noun, adjective, prepositional phrase, sentence, subject, direct object, adverbial clause.

Class time: 50% lecture, 50% Discussion
Work load: 10 pages of reading per week, 2 exams, weekly assignments
Grade: 30% mid-semester exam(s), 30% final exam, 40% problem solving
Exam format: Essay, and syntactic analysis

Span 3706 Spanish Applied Linguistics
(Sec 001); 3 cr; prereq 3107; meets DELM req of classroom
Instructor: Klee, Carol Anne
Description: The objectives of this course are to introduce students to fundamental concepts in the field of applied linguistics and their application to the acquisition and teaching of Spanish as a second language. We will focus on aspects of Spanish second language acquisition that are particularly difficult for English speakers, examining empirical studies on the acquisition of the pronominal system, ser and estar, preterite and imperfect, subjunctive, and speech acts. This course will be of special interest to Spanish majors who intend to become Spanish language teachers. The course will use Web CT Vista B.

Class time: 60% lecture, 40% Discussion
Work load: 20-40 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 paper
Grade: 20% final exam, 20% written reports/papers, 40% quizzes, 5% class participation, 15% problem solving
Exam format: essay, problem solving

Span 3910 Topics in Spanish Peninsular Literature
(Sec 001); 3 cr; max crs 3, 3 repeats allowed; A-F only; prereq 3104 or [instr consent , dept consent ]; credit will not be granted if credit received for: Tido 3213, Tido 3215; meets DELM req of classroom
Instructor: Weissberger, Barbara F
Description: The Body in Medieval/Early Modern Literature - This course, conducted entirely in Spanish, examines the spiritual and profane representations of the body in medieval and early modern literature in Spanish. We will focus on a variety of texts, for example, a legend describing the Virgin Mary's miraculous actions as midwife to a pregnant nun, the representation of lovesickness as a digestive malady in a medieval play, depictions of the disruptive power of the go-between's aging female body, and poetic attacks on the otherness of Jewish bodies. Our focus will be the interaction of the corporeal and the spiritual in the medieval literary imagination, especially the role of humor in that interaction. All works will be read in modernized Spanish versions.

Class time: 30% lecture, 70% Discussion
Work load: 60 pages of reading per week, 20-30 pages of writing per semester, 1 exams, 3 papers, oral presentation
Grade: 20% final exam, 45% written reports/papers, 10% in-class presentations, 25% class participation
Exam format: Take-home essay

Span 3940 Figures in Spanish Peninsular Literature
(Sec 001); 3 cr; max crs 3, 3 repeats allowed; prereq 3104 or instr consent ; credit will not be granted if credit received for: Tido 3214, Tido 3216; meets DELM req of classroom
Instructor: Spadaccini, Nicholas
Description: The course entails an exploration of Cervantes? writing (his narrative and dramatic fiction), and the way in which it engages tradition and authority. Primary readings include selected sections of DON QUIJOTE (approximately one third of the novel), the novella El coloquio de los perros, three of his well-known plays: La Nacimiento, Pedro de Urdemalas (a three-act comedy); and El retablo de las maravillas (a one-act comic play or entremes). General topics for discussion include Cervantes and the novel; Cervantes? critique of the popular comedia nueva and its undiscriminating reception in the public theater; and, the dialog that is established throughout his writing with the major discourses (literary, moral, socioeconomic, political and so on) of early modern Spain, with special emphasis on the question of otherness?. The course will also incorporate a very brief list of theoretical/critical essays, which will help us understand why Cervantes continues to be read today. All lectures and discussions are conducted in Spanish, and all written essays, papers and examinations will be submitted in Spanish. Books for this course have been especially selected to facilitate reading and are also reasonably priced. The Don Quijote edition, which has been prepared with American undergraduates in mind, contains excellent notes as well a separate glossary. The other texts are well known annotate editions with good introductions.

Class time: 50% lecture, 30% Discussion, 20% Oral presentations in a round-table format
Work load: 50-60 pages of reading per week, 35 pages of writing per semester, 2 exams, 2 papers, writing includes includes two take-home exams and two short papers presented in class
Grade: 30% mid-semester exam(s), 30% final exam, 20% in-class presentations, 20% class participation

Span 3972V Honors: Graduation Seminar
(Sec 002); Credit will not be granted if credit has been received for: SPAN 3972, SPAN 3972W, SPAN 3972W, SPAN 3972W; 3 cr; A-F only; prereq credit will not be granted if credit received for: 3972W, 3974; 31 cr of 3xxx, honors, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors
Instructor: O'Connell, Joanna
Description: In this class you will complete your senior project, a 20-25 page RESEARCH paper in either Spanish or Portuguese. We will meet as a group at various times during the semester to work together on the stages of the project: selecting and refining a topic; research and compiling a bibliography; outlines; drafts and revisions; the final version. There will be some weeks when we do not meet as a class, but you will have private appointments with the instructor. While each person will design an individual project, you will also work together in small groups during our class meetings for feedback on each stage of the process. The role of the instructor in the class is to guide you through the process of research and writing and to evaluate the final version. You are strongly encouraged to seek intellectual guidance on your topic from any member of the faculty of this department (or elsewhere if appropriate). Seeking assistance in spelling, grammar, and editing of the final versions will be your responsibility. Please bring a written statement of your topic or question with some very...
preliminary ideas about what you will need to do in order to complete the project to the first day of class. Appropriate topics are those that both interest you and for which you have the necessary background and preparation. Please consult me or other faculty about your topic BEFORE the class begins.  

Class time:  
Work load: 25-30 pages of writing per semester. The number of pages of reading will depend on the student's topic and research. There is no assigned reading for the course beyond the MLA Handbook which provides guidelines for writing and formatting.  

Grade: 60% written reports/papers, 40% class participation, 0% Participation includes drafting thesis statement, bibliography, outline, etc for in-class workshops.  

Exam format: no exam

Span 3972W Graduation Seminar  
(Sec 002); Credit will not be granted if credit has been received for: SPAN 3974, SPAN 3972V, SPAN 3972V; 3 cr; A-F only; prereq #: 3972V, 3974; 13 cr or of 3xxx, instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: O'Connell, Joanna  
Description: In this class you will complete your senior project, a 20-25 page RESEARCH paper in either Spanish or Portuguese. We will meet as a group at various times during the semester to work together on the stages of the project: selecting and refining a topic; research and compiling a bibliography; outlines; drafts and revisions; the final version. There will be some weeks when we do not meet as a class, but you will have private appointments with the instructor. While each person will design an individual project, you will also work together in small groups during our class meetings for feedback on each stage of the process. The role of the instructor in the class is to guide you through the process of research and writing and to evaluate the final version. You are strongly encouraged to seek intellectual guidance on your topic from any member of the faculty of this department (or elsewhere if appropriate). Seeking assistance in spelling, grammar, and editing of the final versions will be your responsibility. Please bring a written statement of your topic or question with some very preliminary ideas about what you will need to do in order to complete the project to the first day of class. Appropriate topics are those that both interest you and for which you have the necessary background and preparation. Please consult me or other faculty about your topic BEFORE the class begins.  

Class time:  
Work load: 25-30 pages of writing per semester. The number of pages of reading will depend on the student's topic and research. There is no assigned reading for the course beyond the MLA Handbook which provides guidelines for writing and formatting.  

Grade: 60% written reports/papers, 40% class participation, 0% Participation includes drafting thesis statement, bibliography, outline, etc for in-class workshops.  

Exam format: no exam

Speech-Language-Hearing Sciences:

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 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 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 up 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 4801 Hearing Measurement and Disorders
(Sec 001); 3 cr; prereq [3301, 3302] or [CDIS 3301, CDIS 3302] or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: This course will provide a basic orientation to audiologic assessment and disorders of the auditory system. The course is geared towards undergraduate students majoring in Speech-Language-Hearing Sciences. The anatomy of the ear and the scope of practice in audiology will be reviewed. Emphasis will be placed on the tests used to assess hearing, including pure-tone audiometry and masking, speech audiometry, immittance, electrophysiological tests, pure-tone screening, and pediatric assessment. Various disorders of the external, middle, and inner ear will be described. Case management for clients with hearing loss will also be discussed. Students will obtain hands-on experience with otoscopic examination, pure tone audiometry, tympanometry, and hearing screening.
Class time: 80% lecture, 10% Discussion
Work load: 30 pages of reading per week, 3 exams, weekly quizzes and 4 laboratory assignments
Grade: 50% mid-semester exam(s), 30% final exam, 10% quizzes, 10% lab work
Exam format: Multiple choice, completion, and short answer questions

SLHS 5603 Language and Cognitive Disorders in Children
(Sec 001); 3 cr; prereq 3303 or CDIS 3303 or equiv or grad student or instr consent; meets DELM req of classroom
Instructor: Windsor, Jennifer
Description: This course focuses on assessment and intervention for children with language impairments, including issues relevant to prelinguistic communication as well as language in the preschool years through adolescence. Several populations at risk for language impairments will be discussed (e.g., children with learning disabilities, developmental disabilities, and autism). The course has both theoretical and practical aspects, and includes a laboratory component.
Class time: 50% lecture, 25% Discussion, 25% Laboratory
Work load: 30 pages of reading per week, 20 pages of writing per semester, 3 exams, Lab assignments
Grade: 40% mid-semester exam(s), 30% final exam, 20% special projects, 10% lab work
Exam format: Multiple choice, short answer, and essay

SLHS 5900 Topics: Communication Disorders
(Sec 001); 1-3 cr; max crs 6; meets DELM req of classroom
Instructor: Kohnert, Kathryn !!Arthur Motley Exemplary Tch Aw!!
Description: This course will survey selected topics in bilingual language processing in children and adults with and without communication impairments. We will first review theoretical and
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

SpSt 3112 Applied Sport Science
(Sec 001); 2 cr; A-F only; prereq SpSt or Kin or Rec major or instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Introduction to the historical discovery, transitional development, and current application of basic scientific principles and technology to the improvement of sport performance.
Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 2 exams, 1 papers
Grade: 40% mid-semester exam(s), 40% final exam, 20% written reports/papers
Exam format: Multiple choice, matching, short answer

SpSt 3421 Business of Sport
(Sec 001); 2 cr; A-F only; prereq SpSt or Kin or Rec major or instr consent; meets DELM req of classroom
Instructor: Lee, Seungbum
Description: In recent years, traditional sources of revenue, such as tax support and gate receipts, have declined while costs have escalated. Increased demand for state-of-art facilities, coupled with an increase in player and operational costs, have forced sport managers to do more with less. This course is designed to provide students with an introduction to financial analysis including discussion of traditional and innovative revenue producing strategies available to sport organizations. Along with more conventional income sources such as tax support, municipal and corporate bonds, ticket sales, concessions and fund raising, students will receive in-depth exposure to more recent innovations.
Class time: 40% lecture, 30% Discussion, 30% Presentations, Guest speakers
Work load: 30 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers
Grade: 25% mid-semester exam(s), 20% final exam, 15% written reports/papers, 25% in-class presentations, 15% class participation
Exam format: Multiple choice, short essay, etc

SpSt 3601 Ethics and Values in Sport
(Sec 001); 2 cr; A-F only; prereq SpSt major only; 3611 recommended; meets DELM req of classroom
Instructor: Campisi, Charles John
Description: This course is designed to introduce the fundamentals of ethics, morality and ethical decision-making as they apply to the sport industry. Through the process of critical reading, thinking, writing and discussion the students will learn the basics of ethical theories, personal and professional ethics and social responsibility and how they apply to the business of sport. The goal is to provide the future sport professionals a background in ethical theory and practice to increase their ability to successfully and ethically solve problems and make decisions.
Class time: 50% lecture, 50% Discussion
Work load: 30 pages of reading per week, 40 pages of writing per semester, 2 exams
Grade: 25% mid-semester exam(s), 30% final exam, 25% written reports/papers, 20% class participation
Exam format: Essay/Short Answer

SpSt 3621 Applied Sport Psychology
(Sec 001); 2 cr; A-F only; prereq SpSt or Kin or Rec major or instr consent; meets DELM req of classroom
Instructor: Ruiz, Matthew D.
Description: Understanding psychological theories and techniques as they apply to sport performance and the personal growth of sport participants. The following course has the following objectives: to introduce the student to the field of applied sport psychology by providing a broad overview of the major areas of the disciplines; to increase the student's understanding of how psychological factors influence participation and performance in sport and physical activity settings; to help the student acquire sport psychology skills that can be applied as an athlete, coach, teacher, official, or other practitioner working in sport, physical activity, and management settings; provide the student with the opportunity to demonstrate critical writing and thinking skills. This course is designed for upper level undergraduate students who are interested in learning to enhance their level of mental competence in sport.
Class time: 25% lecture, 75% Discussion
Work load: 30 pages of reading per week, 20 pages of writing per semester, 1 exams, 10 papers
Grade: 10% final exam, 35% written reports/papers, 30% special projects, 15% class participation, 10% problem solving
Exam format: Multiple choice, matching, short answer

SpSt 3861 Legal Aspects of Sport
(Sec 001); 2 cr; A-F only; prereq SpSt major only; meets DELM req of classroom
Instructor: Kara, Frank
Description: Survey of legal issues in sport, including participant rights, civil rights, civil liberties, risk management, negligence, due process, and employment and work related legalities. Develop awareness as to how the law impacts the world of sport, an ability to identify legal issues and find case law, and a basic understanding of sport law and liability.
Class time: 75% lecture, 25% Discussion
Work load: 30 pages of reading per week, 10 pages of writing per semester, 2 exams, 5 papers
Grade: 25% mid-semester exam(s), 25% final exam, 30% written reports/papers, 10% in-class presentations, 10% class participation
Exam format: essay

SpSt 3881W Senior Seminar in Sport Studies
(Sec 001); 3 cr; A-F only; prereq SpSt major, completion of major coursework, instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom
Instructor: Buyse, Jo Ann Marie
Description: This course is the final academic preparation course in the Sport Studies major. The focus will be on professional development (resume and cover letter writing, interviewing skills), current topics and original research. Students will be required to complete a written research project and present their research to the class.
Class time: 20% lecture, 60% Discussion, 20% library research and instructor meetings
Work load: 40-60 pages of reading per week, 20 pages of writing per
Stat 3021 Introduction to Probability and Statistics
(Sec 001); 3 cr; prereq Math 1272; meets DELM req of classroom
Instructor: Chatterjee, Singdhansu Bhusan
Description: This course will start with an introduction of probability, including meanings of probability, axioms of probability, symmetry probability and the use of counting methods for solving probability problems, conditional probability, 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.
Exam format: Problem solving

Stat 3022 Data Analysis
(Sec 001); 4 cr; prereq 3011 or 3021; meets DELM req of classroom
Instructor: Wang, Lan
Description: Further topics in descriptive statistics; regression and ANOVA; non-parametric methods; model selection and verification; writing statistical reports; use of statistical software; additional selected topics.
Work load: 3 exams

Stat 3021 Introduction to Probability and Statistics
(Sec 002); 3 cr; prereq Math 1272; meets DELM req of classroom
Instructor: Chatterjee, Singdhansu Bhusan
Description: This course will start with an introduction of probability, including meanings of probability, axioms of probability, symmetry probability and the use of counting methods for solving probability problems, conditional probability, 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.
Exam format: Problem solving

Stat 3022 Data Analysis
(Sec 001); 4 cr; prereq 3011 or 3021; meets DELM req of classroom
Instructor: Wang, Lan
Description: Further topics in descriptive statistics; regression and ANOVA; non-parametric methods; model selection and verification; writing statistical reports; use of statistical software; additional selected topics.
Work load: 3 exams

Stat 3011 Statistical Analysis
(Sec 001, 005, 009, 013, 017); Credit will not be granted if credit has been received for: STAT 5021, STAT 5021, STAT 5021, 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 3001 Introduction to the Ideas of Statistics
(Sec 001, 004, 007, 010); 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

Statistics
313 Ford Hall: 612/625-8046

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
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 007): 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: STAFF
Description: The primary audience for this course is graduate students in non-statistics-major programs who need statistical competence. Typical needs would be the analysis of data using common statistical methods, the design of single-factor experiments and the ability to read journal articles and assess their statistical content critically. After completion of the course, students are able to carry out one-and-two sample tests, set up confidence intervals for means, proportions and differences in means and proportions. They can fit single-predictor regressions and one-way analysis of variance, along with checks of the model assumptions underlying these methods. The course includes a brief non-calculus introduction to probability theory and statistical distributions.

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

Stat 5102 Theory of Statistics II
(Sec 004): Credit will not be granted if credit has been received for: STAT 4102, STAT 4102; 4 cr; prereq 5101 or Math 5651; meets DELM req of classroom
Instructor: Wang, Lan
Description: Estimation, tests of hypotheses, categorical data, nonparametric methods, linear models.

Class time: 75% lecture, 25% Laboratory
Work load: 3 exams
Grade: 20% mid-semester exam(s), 40% final exam, 20% problem solving
Exam format: problem solving

Stat 5201 Sampling Methodology in Finite Populations
(Sec 001); 3 cr; prereq 3011 or 3021 or 5021 or instr consent; meets DELM req of classroom
Instructor: Martin, Frank B
Description: This course is intended for undergraduate stat majors and graduate students in any field who have an interest in gathering data, sampling their objects of interest, human, animal, enterprises or plots of ground, etc. Techniques for drawing samples are the major focus. Appropriate estimation is described for the sampling technique employed. The efficiencies of various sampling plans are examined and techniques for compensating for non response are described.

Text: Sampling: Designs & Analysis, by Sharon Lohr, Duxbury, 1999. Teaching method is lecture and assignment of homework problems. There are midterm and final exams.

Class time: 80% lecture, 20% Discussion
Work load: 30 pages of reading per week, 2 exams, Weekly homework problems (10pages)
Grade: 30% mid-semester exam(s), 40% final exam, 30% problem solving
Exam format: Essay

Stat 5993 Tutorial
(Sec 001); 1-6 cr; max crs 12, 12 repeats allowed; prereq instr consent; meets DELM req of classroom
Instructor: STAFF
Description: Students may contact the department for information.

Studies in Cinema and Media Culture
350 Folwell Hall: 612/624-8099

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

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

Class time: 60% lecture, 40% Discussion
Work load: 50 pages of reading per week

This information is accurate as of: 10/27/2005 at 2:13 PM
Swed 1004 Intermediate Swedish
(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 4004, SWED 4004; 5 cr; prereq 1001; meets DELM req of classroom
Instructor: Kotz, Elizabeth W
Description: This course continues the presentation of language skills–speaking, writing, listening and reading begun in Swedish 1001/1002. Students will review, examine and develop these skills through a content-based curriculum. Students will be introduced to a variety of Swedish texts–stories, songs, newspaper articles, video and Internet resources. The review of basic points of Swedish grammar with an emphasis on sentence structure and word order will enable students to improve their writing skills in connection with process-oriented writing assignments. Vocabulary building will be supported by a rich array of texts that the students will be reading during their second year. Speaking and listening will be practiced in role play activities involving representative social situations. The interaction will familiarize students with the different levels of formality and intimacy used in conversational settings, and the codes and mythologies unique to Swedish culture. You may register for this course under the number Swed 4004 for a reduced number of credits (and lower tuition) if you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.
Class time: 10% lecture, 70% Discussion, 20% Laboratory
Work load: 50% reading/writing; 50% oral/aural

Swed 4002 Beginning Swedish
(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 1002, SWED 1002; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom
Instructor: STAFF
Description: See the course descriptions for Swed 1002. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Swed 1002 under the number 4002 for 2 credits. Contact the department office, 612-625-2080, for a permission number.
Class time: 10% lecture, 70% Discussion, 20% Laboratory
Work load: 50% reading/writing; 50% oral/aural

Swed 4004 Intermediate Swedish
(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 1004, SWED 1004; 5 cr; prereq 1003; meets DELM req of classroom
Instructor: Anderson, Michael Einar
Description: Basic orientation to current theories/methods of English as a second language (ESL) instruction. Emphasizes methodologies for teaching/assessing listening, speaking, pronunciation, reading, and writing skills. Contexts of teaching English to adults in the United States and abroad. Internship at a school or agency teaching ESL is required as part of the course. Internships will be set up with the help of the Career and Community Learning Center the first week of class. 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. Your reading and classroom lectures will provide you with an introduction to the phonological and syntactic systems of English. 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.

**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, The class will support the internship experience as you and your fellow students analyze the instructional settings and your teaching practices during the week.

**Grade:** 30% written reports/papers, 15% quizzes, 15% in-class presentations, 15% class participation, 25% internship teaching  
**Exam format:** short answer essay

**TESL 5610 Research Methods in Applied Language Study**  
(100-701); 3 cr; max crs 12, 4 repeats allowed; prereq Ling 5505 or instr consent; meets DELM req of classroom  
**Instructor:** Cohen, Andrew D  
**Description:** The course familiarizes students with key issues in second language acquisition/learning research with a focus on the learning of second or foreign language in the classroom. In addition, students read in depth a limited number of studies which deal with adult second language acquisition/learning. Students are asked to write as a midterm paper a critical review of studies done in an area of SLA of their choice. The final project entails planning and carrying out a case study to examine some aspect of SLA. Key topics to be addressed regarding SLA research: a. Critiquing and preparing a research abstract; b. Stating the research problem and giving the background; c. The research questions, variables, and operational definitions; d. Research design: sample, instrumentation, data collection; procedures, data analysis procedures e. The reporting of the results; f. The discussion and conclusions for a research study; g. Writing a research proposal; h. Writing a research report. The two course textbooks are: 1) Wallace, M. J. (1998). Acting research for SLA. Cambridge, UK: Cambridge University Press. 2) Porte, G. K. (2002). Appraising research in second language learning: A practical approach to critical analysis of quantitative research. Amsterdam: John Benjamins.  
**Class time:** 30% lecture, 50% Discussion, 20% Student presentations  
**Work load:** 40 pages of reading per week, 15 pages of writing per semester, 2 papers  
**Grade:** 90% written reports/papers, 10% class participation

**TESL 5722 Practicum in Teaching English as a Second Language**  
(100-701); 6 cr; max crs 12; S-N only; prereq [5401 or concurrent registration is required (or allowed) in 5401], [5402 or concurrent registration is required (or allowed) in 5402], 5721, ESL major or ESL minor or instr consent; meets DELM req of classroom  
**Instructor:** Tarone, Elaine E ICLA Distinguished Tchg Astr!  
**Description:** This course provides practical, hands-on experience in teaching English as a second language to adults for graduate students in the MA Program in ESL who have completed TESL 5721. The teaching experience involves (1) teaching with a supervising teacher with substantial experience in teaching English as a Second Language who can initiate you into the philosophy and procedures of the profession, and (2) focusing over the semester on improving at least one important aspect of your own teaching. All of us, no matter how experienced we are as teachers, have aspects of our teaching which can improve. You will be apprenticed during the entire semester to an ESL teacher with responsibility for an ESL class; you will meet with that class and begin teaching sections of that class immediately. All planning for your class teaching segments must be conducted with your supervising teacher and approved by him/her. In addition, you will observe three other ESL teachers. Observe each teacher for two consecutive hours. Keep a journal of your classroom observations. This journal should consist of your observations, the students' and reactions to those classes. You will videotape your apprentice class twice during the semester. You will decide on your lesson in consultation with your supervising teacher. Your supervising teacher may or may not be present during your practice teaching, as you wish. Write lesson plans for these two practice teaching sessions.  
**Class time:** 30% Closed Circuit TV, 70% Discussion  
**Work load:** 20 pages of reading per week, plan on spending 20 hours/week on the course, preparing for and teaching your ESL class, and meeting with your TESL class.  
**Grade:** 10% in-class presentations, 40% class participation, 50% student teaching with supervising teacher

**TESL 5723 Materials for Teaching English as a Second Language**  
(100-701); 3 cr; prereq 5721, 5722 or instr consent; meets DELM req of classroom  
**Instructor:** Cohen, Andrew D  
**Description:** This is a course for graduate and undergraduate students alike. It considers the problems inherent in creating or adapting English and other second-language teaching materials for use in particular classroom settings. Students are expected to have had a basic methods course for teaching a second or foreign language and some experience actually teaching a second language. First, to establish a context for materials development, students look at key concepts and practices in the design of language courses and programs. Then focus is given to the evaluation of existing teaching materials in a variety of media (textbooks, audio, video, CALL, internet), as necessary first step before adapting or creating new materials. Students assist in leading discussions on the evaluation of second-language teaching materials in particular skill areas. The course is primarily devoted to the preparation, field testing, evaluation, and revision of a set of teaching materials, based on feedback from peers and from the instructor. Topics covered: elements of course and syllabus design, teachers as course developers, criteria for the evaluation of ESL materials, materials development, materials for grammar, materials for reading and writing, materials for listening and speaking, the piloting of materials, the teachers' guide to materials, and course materials for autonomous language learning.  
**Class time:** 20% lecture, 50% Discussion, 30% Group Work  
**Work load:** 50 pages of reading per week, 24 pages of writing per semester, 2 papers, One paper is a “review,” the other “course materials.”  
**Grade:** 80% written reports/papers, 20% class participation

**TESL 5993 Directed Studies**  
(100-701); 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.

**Theatre Arts**  
580 Rarig Center: 612/625-6699  
**Th 1101V Honors Section: Introduction to the Theater**  
(100-701); 4 cr; A-F only; prereq Honors; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors  
**Instructor:** Jakovljevic, Branislav  
**Description:** Can theatre really change the world around you? Can it change you? TH 1101V says “yes!” We focus on the transformative aspects of theatre-how theatre can act as a place to challenge political and aesthetic assumptions. We explore the creative potentials of play, theatre’s relations with the urban environment, and its power to make
us think differently about the world. Students also collaborate on a short theatrical production, putting into action the basic skills necessary to create live theatre. Students get to try their hand at acting, directing, scenic design, publicity and more. [Acting is optional, but there is ample opportunity for those who are interested.]

**Th 1101W Introduction to the Theatre**  
*(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom*

**Instructor:** Jakovlevic, Bransilav  
**Description:** Can theatre really change the world around you? Can it change you? TH 1101W says "yes!" We focus on the transformative aspects of theatre-how theatre can act as a place to challenge political and aesthetic assumptions. We explore the creative potentials of play, theatre's relations with the urban environment, and its power to make us think differently about the world. Students also collaborate on a short theatrical production, putting into action the basic skills necessary to create live theatre. Students get to try their hand at acting, directing, scenic design, publicity and more. [Acting is optional, but there is ample opportunity for those who are interested.]

**Th 1102 Drama and the Media**  
*(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom*

**Instructor:** Werry, Margaret L  
**Description:** In this course, we will explore what drama is and does in different media. We ask how drama relates to our daily lives, as well as to our ideas about society, family, politics, technology, imagination, and media itself. Students learn to interpret television, cinema, and radio dramas with attention to elements of dramatic technique, and through analytic and creative activities, they investigate the ways in which different media can open up new possibilities for dramatic expression. We examine the ways in which cultural, social, and economic factors shape the form drama takes and the stories it tells. Lectures and readings introduce a range of approaches that cultural theorists have developed to explain the popularity and effects of drama in different media. And we put these to the test in class discussions and in responses to a variety of films and television examples viewed in class. This course is appropriate for students of all majors and has no prerequisites, except an interest in popular culture and a willingness to grapple with challenging questions about an aspect of American life we normally take for granted. This course will be web enhanced but the URL is not yet available.  
**Class time:** 30% lecture, 30% Discussion, 40% class workshops and viewing videos  
**Work load:** 30 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers, short reading response assignments  
**Grade:** 25% mid-semester exam(s), 25% final exam, 15% written reports/papers, 15% special projects, 20% class participation  
**Exam format:** essay and short question

**Th 1301 Acting/Non-Majors**  
*(Sec 001-005); 3 cr; prereq 1101 or concurrent enrollment 1101; 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 theoretical ideas or choices; the creation of dramatic "phrases" by seqeuncing ideas and choices to tell stories; and the significance of circumstances for choice making. The course has three overarching objectives: providing an introduction to creation processes specific to the performer, psychological and physical training of the acting instrument, and training the personal imagination. The first part of a two-course sequence (with TH 1322, Creating the Performance) intended for theatre arts majors. Required reading: A compilation of performance processes, theories and techniques including: Margolis, Leuco, Grotowski, Stanislavsky, Meyerhold, Chekov, etc.  
**Class time:** 10% Discussion, 90% Laboratory  
**Work load:** 5-10 pages of reading per week, 10-12 pages of writing per semester  
**Grade:** 25% written reports/papers, 25% in-class presentations, 25% Attendance & Participation; 25% Attitude & Growth

**Th 1396 BFA Voice and Speech II**  
*(Sec 001); 2 cr; A-F only; prereq 1392; meets DELM req of classroom*

**Instructor:** STAFF  
**Description:** BFA Core Component

**Th 1397 BFA Movement II**  
*(Sec 001); 2 cr; A-F only; prereq 1393; meets DELM req of classroom*

**Instructor:** STAFF  
**Description:** BFA Core Component

**Th 1911W Freshman Seminar: Theatre, Entertainment With Attitude**  
*(Sec 001); 3 cr; A-F only; prereq Fr with no more than 30 cr; meets DELM req of classroom*

**Instructor:** Bernstein, David Joseph  
**Description:** Is live performance obsolete? Are art and entertainment the same as in ?A & E? In this freshman seminar for non-theater majors, we will address these questions by experiencing the power, immediacy, and social relevance of live theater. Our main goal is to use the rich cultural resources of the Twin Cities, supplemented by in-class discussions, talks with theater and dance professionals, and textual readings to develop a critical language - and a critical eye - with which to look at performance. We will attend performances at a variety of local theaters and use the experience of seeing them 'up close and personal' to focus on a number of questions. What does it mean for a theater to be mission-driven rather than market-driven? How does theater reflect social and political issues - and the cultural context in which it was created and/or performed? How, and how well, do acting, scenery, costumes, lighting, and sound combine into a total effect to make a text or concept come alive on stage? And yes, we will also ask of each production whether or not it engaged and entertained us as audience members. Here is an excellent opportunity to experience live performance and think about its relationship to culture and values. In other words, to experience live theater as more than a way of passing the time on an otherwise boring Thursday night.  
**Class time:** 10% lecture, 40% Discussion, 50% attending theatre productions  
**Work load:** 0-50 pages of reading per week, 20-25 pages of writing per semester, Attendance at plays is required(fee pays for tickets and transportation); workload consists of a critical journa, one 5-6 page paper, and one special project.  
**Grade:** 55% written reports/papers, 25% special projects, 20% class participation  
**Exam format:** No exams  
**Course URL:** http://wectc3.umn.edu/public/TH1911W_s03/index.html

This information is accurate as of: 10/27/2005 at 2:13 PM
Instructor: STAFF  
Description: BFA Core Component

Th 2397 BFA Movement IV  
(Sec 001); 2 cr; A-F only; prereq BFA-acting sophomore; meets DELM req of classroom  
Instructor: STAFF  
Description: BFA Core Component

Th 3120 Theatre: Theory and Practice  
(Sec 001); 3 cr; max crs 6; prereq 1101; meets DELM req of classroom  
Instructor: STAFF  
Description: While Theatre may be a "place of seeing", the very notion of "seeing" radically differs between historical moments as well as between the visual representations those moments produce: from the flickering forms of Plato's cave to those of the cinema, television, or pc screen; from the captured image outside Daguерre's window to the fugitive and countless representations circulating in today's media. This course examines theatrical production within these conflicting visualities of past and present, focusing in particular upon the modern photographic and cinematic eras and the advent of what we now call "popular" culture. We will incorporate readings from visual culture theory (Barthes, Benjamin, Berger, Sontag) as well as those pertaining more specifically to theatrical/artist movements (Artaud, Brecht, Breton, Eisenstein, Zola). The emphasis, however, will be upon the creative challenges of (re)presenting the "past" theatrically and visually. Class projects will engage the skills of visual dramaturgy and pursue various ways of writing with/about images; often with a "hypothetical" production in mind. It is geared toward students with an interest in cultural/theatrical/art history, directing and design practitioners, and visual artists.  
Class time: 40% Discussion, 60% Lecture/Viewings  
Work load: 30-40 pages of reading per week, 10-15 page paper, notebook/journal  
Grade: 20% class participation, 30% final paper; 30% notebook/journal; 20% short assignments  
Exam format: none

Th 3172 History of the Theatre: Age of Enlightenment to Present  
(Sec 001); 3 cr; prereq Th major or instr consent; meets DELM req of classroom  
Instructor: Kobialka, Michal A  
Description: The course focuses on a critical examination of representational practices in the period from the Age of Enlightenment until the Postmodern. While reviewing these representational practices, which materialize as play-texts, performances, theatre architecture, theatre rebellions and regulations, theatrical writings, etc., the students will discuss how they were produced, given intelligibility, and disseminated. What are the consequences of using or promoting these and not other representational practices? In order to answer this question, the students will explore the discourses and discursive formations which link themselves or are linked to these practices, while, at the same time, they will study theatre historiography-a practice of investigating how legible performance events are brought to our attention by the past and present imaginations, how they are made worthy of notice, and how they are rationalized as significant for theatre history.  
Class time: 70% lecture, 30% Discussion  
Work load: 50 pages of reading per week, 3 exams  
Grade: 10% class participation, 90% exams  
Exam format: essay—the student is asked to answer four questions during the exam

Th 3314 Text and the Actor  
(Sec 001); 3 cr; A-F only; prereq 1101, 1321, 1322; meets DELM req of classroom  
Instructor: Nash, Elizabeth H  
Description: The focus of this course is on instruction in Standard Stage Speech, IPA transcription, textual analysis and appropriate interpretive styles to perform heightened language texts: i.e., monologues from plays by Aeschylus, Sophocles, Euripides, Shakespeare, Moliere and Shaw. 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% Laboratory  
Grade: 33% mid-semester exam(s), 33% written reports/papers, 33% in-class presentations  
Exam format: Presentations and written assignments

Th 3322 Advanced Techniques for Characterization  
(Sec 001); 3 cr; prereq 3321; meets DELM req of classroom  
Instructor: Kingsley, Barbara  
Description: The second part of a two-quarter course in Intermediate Acting, this course focuses on principles of building characters and researching behavior, while applying this research to scenes of ?classic? realism and naturalism. Acting fundamentals are reviewed and a variety of techniques explored in developing an approach to work and articulating a personal process. Techniques of effective auditioning are also covered. Open only to students who have successfully completed TH 3321.  
Class time: 10% lecture, 90% Laboratory  
Work load: 10 pages of reading per week, 15 pages of writing per semester, 1 exams, 3 papers  
Grade: 50% in-class presentations, 10% class participation, 10% Final Monologue; 20% Final Scene; 10% Growth  
Exam format: Multiple choice

Th 3395 BFA Intensive I  
(Sec 001); 2 cr; A-F only; prereq BFA-acting jr; meets DELM req of classroom  
Instructor: STAFF  
Description: BFA Core Component

Th 3398 BFA Rehearsal & Performance I  
(Sec 001); 2 cr; A-F only; prereq BFA-acting jr; meets DELM req of classroom  
Instructor: STAFF  
Description: BFA Core Component

Th 3399 BFA Rehearsal and Performance II  
(Sec 001); 2 cr; A-F only; prereq BFA-acting jr; meets DELM req of classroom  
Instructor: STAFF  
Description: BFA Core Component

Th 4178W Survey of Dramatic Literature II: Representation and its Effects  
(Sec 001); 3 cr; prereq [3171, 3172], [jr or sr] or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom  
Instructor: Werry, Margaret L  
Description: This course is the second part of a two-course sequence designed to introduce students to strategies for the analysis of dramatic literature. By working with a range of play texts, critical essays, and theoretical interventions, this course explores theatre as a space for creative engagement and critical thought that can happen both on the stage and on the page. In practical exercises, lecture, discussion, and writing, students examine the ways in which dramatists engage with pressing cultural problems by revisiting and reinterpreting canonical works of dramatic literature. The course understands theatre as a broad cultural practice, and so includes works of popular theatre alongside classical texts, performance art alongside traditional play scripts, and covers a range of non-western material. Note: This course is listed as a writing intensive course, and thus a significant component of the course focuses on training students to express their responses to dramatic literature in written form.  
Class time: 35% lecture, 65% Discussion  
Work load: 80-100 pages of reading per week, 15 pages of writing per semester
**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 4380 Creative Collaboration**  
*(Sec 001)*; 1-3 cr; max crs 12, 4 repeats allowed; prereq Audition, interview, instr consent; meets DELM req of classroom; meets DELM req of conference/workshop  
**Instructor:** Seifert, Luverne G  
**Description:** This class will focus on creating an informal presentation based on the novel, The Master and Margarita by Mikhail Bulgakov. Led by Michael Sommers and Luverne Seifert with guest visits by Barbra Berlovitz of Theatre de la Jeune Lune, this exploration will concentrate on how to find the theatrical translation of images and stories from the novel. We are looking for students who are extremely self-motivated and skilled at the art of proposing design and performance possibilities through improvisation. You do not need to be a performer to take the course. Performance and design students with complimentary interests such as puppetry, Russian history, dance/movement, music (performance and composition) playwriting, videography etc. are especially encouraged to take part. Students must be accepted through an interview process in order to register for the course. The intent is to further develop the piece at a later time and work towards a possible future Mainstage production.

**Th 4395 BFA Intensive III**  
*(Sec 001)*; 2 cr; A-F only; prereq BFA-acting sr; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** BFA Core Component

**Th 4398 BFA Rehearsal and Performance V**  
*(Sec 001)*; 2 cr; A-F only; prereq BFA-acting sr; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** BFA Core Component

**Th 4399 BFA Rehearsal and Performance VI**  
*(Sec 001)*; 2 cr; A-F only; prereq BFA-acting sr; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** BFA Core Component

**Th 4556 Digital Audio and MIDI for Performance**  
*(Sec 001)*; 3 cr; prereq instr consent; meets DELM req of classroom  
**Instructor:** Gwinup, Martin Bruce  
**Description:** Digital Audio and MIDI for Performance delves into the use and the applications of: digital audio; digital editing and manipulation; MIDI sequencing; MIDI programing; MIDI as a control language; and digital audio and MIDI for performance. The students will receive hands on experience in use of sophisticated editing, sequencing, and control software. Some software used is Vegas Video, Sound Forge, Cakewalk Pro Audio, and SFX. Projects include destructive and non-destructive editing, digital signal processing, MIDI sequencing, MIDI control, and system analysis and set-up. This course is open to any interested student. Prior experience with audio or MIDI is welcome but not necessary. However a basic understanding of computer operation and file handling is expected.  
**Class time:** 50% lecture, 25% Discussion, 25% Laboratory  
**Work load:** 10 pages of reading per week, 5 pages of writing per semester, 1 exams, 5 projects including the Final project  
**Grade:** 15% mid-semester exam(s), 50% special projects, 5% quizzes, 30% Final Project  
**Exam format:** Multiple Choice, T/F, Definition

**Th 4560 Pre-Production and Planning for Video and Film**  
*(Sec 001)*; 3 cr; prereq 4550, instr consent; meets DELM req of classroom  
**Instructor:** Gwinup, Martin Bruce  
**Description:** One of the most important component of any film for major release, video, or broadcast is the preproduction planning. In this course the students will learn about organization, management, fund raising, script development, hiring, casting, equipment lists, location scouting, etc. The main project for the class will cover these topics as they relate to the project that will be shot in TH5550 Video Project during the summer. Students taking this class are invited to participate in this summer course. Students in the class will take a major role in the preproduction planning for this project.  
**Class time:** 30% lecture, 30% Discussion, 40% Laboratory  
**Work load:** Projects (4-5)  
**Grade:** 50% special projects, 10% quizzes, 20% class participation, 20% problem solving

**Th 4905H Honors: Tutorial Seminar in Theatre Arts**  
*(Sec 001)*; 2-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq =4905; honors, theatre arts, dept consent; limit [2 cr for [cum laude or magna cum laude], 4 cr for summa cum laude]; meets DELM req of classroom; meets HON req of Honors  
**Instructor:** STAFF  
**Description:** Independent reading and research in selected fields in preparing honors thesis or creative project. Detailed requirements available from the department's Director of Honors.  
**Work load:** 20-25 pages of writing per semester, 1 papers  
**Grade:** 10% written reports/papers

**Th 5100 Theatre Practicum**  
*(Sec 001, 002)*; 1-4 cr; max crs 20, 10 repeats allowed; prereq instr consent, dept consent; 4 cr of 3100 for undergrads; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** Individual creative projects in production of approved plays as an actor, director, dramaturg or playwright.

**Th 5355 Puppetry: Techniques and Practice in Contemporary Theater**  
*(Sec 001)*; 3 cr; prereq [[3513 or &3513], instr consent] or grad student; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** This course will introduce the fundamentals of puppetry and object theatre through puppetry forms both traditional and contemporary. Object Theatre, Toy Theatre, hand puppets, shadow puppets, and Bunraku-style puppetry will be the primary focus, introduced through in-class manipulation, screenings of videos and slides, and readings. Students will build and create a series of short works for in-class 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 crs 20, 10 repeats allowed; prereq
Th 5540 Lighting Design for the Theatre
(Sec 001, 002); 3 cr; max crs 9, 3 repeats allowed; prereq 3515 or grad or instr consent; meets DELM req of classroom
Instructor: Montgomery, Jean A
Description: This course covers the theory and principles of theatre lighting design. Class format is lecture, discussion, and practical laboratory where students have the opportunity to participate in their own experiments in color and design theory. There are also guest lighting designers from the mainstage season of the University Theatre who lead demonstrations of their designs for actual productions for various stage forms. Students will develop a light plot and paperwork for at least one lighting design in the theatre of their choice in Rarig Center. For non-theater majors, there are alternatives to this requirement, discussable with the instructor. The use of computers in lighting design and paperwork will be discussed and practical experience in using computers for this part of the design is available as part of the course. Undergraduates with a theater design background (Th 3515), graduate/upper level students with an architecture or art background interested in lighting would be welcome. Note: Section 2 is a practical extension of the coursework covered in Section 1. It is intended for students who have already completed Section 1 in a previous semester. Course content is developed to meet the lighting design interests of the class participants.

Th 5550 Properties/Scenery Technology
(Sec 001); 3 cr; instr consent, dept consent; meets DELM req of classroom
Instructor: Brockman, C Lance
Description: This section of 5570 is specifically for Scene Painting: The Historical Method. Students will learn the basics of illusionary painting and how to create faux finishes and trompe l’oeil consistent with methods of Victorian scenic artist. Students will work through a series of projects that include sight-sizing, value study, and color manipulation. Advance students will participate on large-scale projects for the Minnesota Centennial Showboat. Instructor's permission is required.
Class time: 100% Laboratory
Grade: 100% lab work

Th 5570 Properties/Scenery Technology
(Sec 001, 002); 3 cr; max crs 15, 15 repeats allowed; prereq 3515 or grad or instr consent; meets DELM req of classroom
Instructor: Henry, Brent A
Description: Welding and Woodworking. This course will give the student an advanced study into welding and fine woodworking. This course covers Gas, Arc, and MIG welding, woodturning, woodsmithing, and wood finishing.
Class time: 50% lecture, 50% Laboratory

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: Spring Semester offers patterning through the draping method, covering the basic principles and skill of draping a garment on the dress form and how to use that information to arrive at the pattern for the Costume Designer's sketch.
Class time: 25% lecture, 25% Discussion, 50% Laboratory
Work load: 1 exams, 1 papers, One Research Notebook
Grade: 30% final exam, 10% written reports/papers, 25% special projects, 10% class participation, 25% lab work
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: Gwinup, Martin Bruce
Description: Individual creative projects in the technology or craft areas of theatre that further practical skills or knowledge in the fields of costuem, lighting, makeup, props, scenery, sound, or theatre management.

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% Practical lab
Work load: Practical lab
Grade: 100% special projects

Th 5993 Directed Study
(Sec 002, 005); 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

Trin 3102 Consecutive Interpreting
(Sec 005); 3 cr; prereq 3101, high level of proficiency in [spoken English, another language] as demonstrated by application, dept consent; meets DELM req of classroom
Instructor: McCalip, Silvia Elena
Description: A practical course aimed at developing basic levels of proficiency in interpreting in health, human service, and legal settings, with emphasis on interpreting professional/client dialogues. Students develop and refine techniques for consecutive interpreting and are introduced to basic techniques for simultaneous interpreting. Context-based interpreted texts allow students to integrate cultural, ethical, and situational knowledge. Performance assessment through audio- and videotaping with strong emphasis on accuracy.

This information is accurate as of: 10/27/2005 at 2:13 PM
Wom's Studies
425 Ford Hall: 612/624-6006

WoSt 1002 Politics of Sex
(Sec 001); 3-4 cr; max crs 4, 1 repeat allowed; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom

Description: This course examines how sexuality is understood historically through the study of philosophy and culture (including literature, music videos, and film). The primary purpose of this class is to study different constructions of sexuality, with an emphasis on challenging the ways in which heterosexuality is normalized in its racial, gendered, and classed constructions. WoSt 1002W also provides an introductory survey of lesbian, gay, bisexual, and transgender studies. Course objectives will include: 1) to better understand histories and theories of sexuality by interrogating the norm of heterosexuality from diverse points of postcolonial, racial, gay, bisexual and transgender writing and analysis; 2) to question the relationship between gender and sexuality; 3) to interrogate and compare biological, personal, social, racial, national, cultural, and historical aspects of sexual identity formations.

Class time: 66% lecture, 33% Discussion
Work load: 50-75 pages of reading per week, 15-20 pages of writing per semester

Exam format: Essay

WoSt 3003H Honors: Gender and Global Politics
(Sec 001); Credit will not be granted if credit has been received for: WOST 3003, WOST 3003W, WOST 3003, WOST 3003W, WOST 3003W, WOST 3003, WOST 3003; 3 cr; max crs 4, 1 repeat allowed; prereq honors; credit will not be granted if credit received for: 3003W, 3003V; 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; meets HON req of Honors

Instructor: STAFF

Description: This course critically explores the concepts or cultural difference, representation, oppression and resistance with reference to women's lives throughout the world. Using cross-cultural, geographical and historical perspectives, the course analyzes the representation, voice, and agency of "third world" women in cultural politics and development work, and pays attention to the ways in which non-western women determine their own cultures of resistance and praxis of empowerment. Although the class focuses on women in what is often referred to as "third world," the major themes of this course will be grounded in the international political economic and environmental contests that underscore the realities of global interconnectedness. This course can be used by Women's Studies majors to satisfy the Women's Studies International Perspective Requirement.

WoSt 3307 Feminist Film Studies
(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

Instructor: STAFF

Description: Construction of different notions of gender in film, social uses of these portrayals, Lectures on film criticism, film viewings, class discussions.
WoSt 3408 Women in Modern America  
(Sec 001); Credit will not be granted if credit has been received for: HIST 3348, WOST 3408, HIST 3348W, WOST 3408W, HIST 3348, WOST 3408, HIST 3348W, WOST 3408; 3 cr; prereq 3407; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom  
Instructor: Swenson, Brie A  
Description: This course offers an introduction to the varied experiences of women in America from approximately 1890 to the present. Through lectures and discussions, students will explore changes and continuities in the lives of women in America in politics, family life, sexuality, gender roles, education, and work. Students will utilize both primary sources (i.e., letters, speeches, artifacts, memoirs, films, music, advertisements, etc. produced during the time period under study) as well as secondary sources (i.e., articles, books, and documentaries produced by scholars in the present day) to survey important highlights and indicative moments in the history of women in modern America. The course is for any student and no background knowledge is required.  
Class time: 80% lecture, 20% Discussion  
Work load: 80 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 2 papers, in-class writes

WoSt 4505 Honors: Legislative Internship  
(Sec 001); 3 cr; prereq 4504 or equiv or grad, dept consent; meets DELM req of classroom; meets HON req of Honors  
Instructor: Bellis, Maureen Clancy  
Description: As interns at the Minnesota Legislature for Senators and Representatives, students will participate in the legislative process and learn first-hand about gender issues, power dynamics, and how to function effectively within the legislative setting. Course requirements include participation as an intern, one class period per week, journaling, and a class presentation. The class period will focus on fostering discussions, providing support, and offering opportunities for reflection and analysis.  
Class time: 10% lecture, 20% Discussion, 70% Internship Activities  
Work load: 3 pages of writing per semester, 1 papers, Journal of legislative activities  
Grade: 15% special projects, 25% class participation, 60% Legislative internship activities

WoSt 4993 Directed Study  
(Sec 001, 002); 1-8 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom  
Instructor: STAFF

WoSt 5300 Communication and Gender  
(Sec 001); Credit will not be granted if credit has been received for: SPCH 5406, COMM 5406, COMM 5406W, COMM 5406; 3 cr; A-F only; prereq one women's studies course or instr consent; meets DELM req of classroom  
Instructor: Sheldon, Amy  
Description: Study of how and whether gender is constructed in and through actual everyday conversational interactions. How subordinate, dominant or egalitarian gender positions and social relationships can be reflected in and produced by patterns of actual ordinary language use. Critical examination of gender as dualism and stereotype. Sample topics: silence, talk control, LGBT language, children's language, feminist issues in language, social construction of gender, the gender order, gender in linguistic performance, sexist language, prescriptivism, guidelines for nonsexist language use, and resistance to subordination and domination through language. Emphasis on developing skills in critical and analytical thinking and reading, and in clear writing. Course intended to raise awareness of the power of language, the reach of gender into our daily use of language, the influence of gender prescriptions on language use, the possibilities for linguistic reform, and language issues being explored by researchers. Students will observe their own speech and speech events they participate in. Focus on English; comparisons across languages where possible. For graduate students and advanced undergrads. Senior paper is possible if writing is at course level. Undergraduate required prerequisite: one course in Women's Studies. Graduate and undergraduate students graded separately. This course can be used by Women's Studies majors to satisfy the Women's Studies Advanced Theory Requirement.  
Class time: 35% lecture, 65% Discussion  
Work load: 25-40 pages of reading per week, 25-35 pages of writing per semester, 4 papers  
Grade: 80% written reports/papers, 20% class participation  
Exam format: no exams

Work and Human Resource Education

WHRE 5201 Family and Work Relationships  
(Sec 001); Credit will not be granted if credit has been received for: FE 5201, CI 5908, CI 5908W; 3 cr; A-F only; meets DELM req of classroom  
Instructor: Magistad, Beth Maddock  
Description: Interactions of work and family roles, responsibilities, and aspirations, with consideration given to resources, legal aspects, and gender.

Youth Development and Research

YoSt 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.