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

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

AHS 1104 Experiences in Health
2 credit(s);
Instructor: Rosand, Jennifer A
Description: Designed for students who are interested in pursuing a health career other than a physician and wish to gain experience in a health care setting. Permission Number Required to register. Prerequisite: AHS 1101, AHS 1102, or AHS 1600. 40 hours of volunteer experience is required in this course. Course is primarily online with required in-person dates (see below). Attend Class IN-PERSON: in the Health Careers Center at 2-565 Moos Tower on both Friday, January 25, 2013, 3:35 to 4:25pm AND Friday, April 5th, 2013, 3:35 to 4:25pm.

AHS 1601 The Future Physician II
1 credit(s);
Instructor: Todd, Tricia
Description: Explore the field of medicine by hearing from and interacting with guest physician speakers from the U of M Medical School and the community. Think critically about the challenges and opportunities of a career in medicine through reflective exercises. Learn about the knowledge and skills needed to be an effective physician, along with the challenges and rewards gained when caring for patients and explore your own fit with a career in medicine.
Style: 20% Discussion, 80% Guest Speakers.
Grading: 15% attendance, 85% reflection paper.
AHS 1602 The Future Physician III: Experiences in Health
2 credit(s);
Instructor: Todd, Tricia
Description: Registration for this course requires instructor approval and a permission number. Requests to Tricia Todd, MPH, course instructor, at todd0002@umn.edu. An essential component of your application to medical school is experience in a health care setting. This course requires you to complete 35 hours of volunteer experience in a setting that employs physicians and serves patients. In addition, you will complete a medical school application plan and gain additional insight into your own fit with the field of medicine. Offered: Fall, spring, summer semesters; Offered online
Prerequisites: AHS 1601 and instructor approval
To Register/Permission Numbers:

AHS 2400 Writing a Personal Statement
S-N only, 1 credit(s);
Instructor: Todd, Tricia
Description: Student may contact the instructor or department for information.

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

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

Accounting 3-122 Carlson School of Management

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

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

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

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

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

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

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

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

Acct 3150 Role of the Accountant in Today's Finance Function
S-N only, 1 credit(s);
Instructor: Batina, Tom
Description: Student may contact the instructor or department for information.

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

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

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

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

Acct 5102W Intermediate Accounting II
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Tranter,Terry L
Description: Students in class are juniors, seniors, and master's students. While most students are accounting majors, the course is also valuable for students in finance. The class covers the valuation of liabilities and owners' equity accounts, as well as cashflow statements and earnings per share calculations. Students need a thorough background in financial accounting and present value calculations to do well in Acct 5102.
Style: 100% Lecture.
Grading: 47% mid exam, 25% final exam, 19% reports/papers, 9% other evaluation.
Exam Format: Open-ended questions 85+%; essays 10-15%; 4-6 questions per exam; exams are long and run the full class period

Acct 5102W Intermediate Accounting II
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Rayburn,Judy Ann
Description: Student may contact the instructor or department for information.

Acct 5125 Auditing Principles and Procedures
A-F only, 4 credit(s);
Instructor: Beil,Frank J
Description: Student may contact the instructor or department for information.

Acct 5126 Internal Auditing
A-F only, 2 credit(s);
Instructor: Batina,Tom
Description: Student may contact the instructor or department for information.

Acct 5135 Fundamentals of Federal Income Tax
A-F only, 4 credit(s);
Instructor: Gutterman,Paul Gerard
Description: The course objectives are as follows: 1) to provide a historical perspective with respect to the system of income taxation in general and with respect to various specific provisions within the system; 2) to examine the interrelationships between legislative authority (the Internal Revenue Code), judicial and administrative authority; 3) to analyze the structure of the Internal Revenue Code and its provisions with respect to specific areas of the law, primarily with regard to the taxation of individuals; 4) to introduce the reading of case law and other tax authority; and 5) to provide a basic knowledge of tax research tools and techniques. The student will not be a tax expert on completion of the course, but will be familiar with fundamental income tax rules, primarily with respect to individuals, and how the federal tax system works. Although this course is a requirement for undergraduate accounting majors, only a minimal accounting understanding is required as a prerequisite and non-accounting majors are welcome.
Style: 60% Lecture, 15% Discussion. Problems
Grading: 53% mid exam, 30% final exam, 17% special projects.
Exam Format: multiple choice, short essay

Acct 5135 Fundamentals of Federal Income Tax
A-F only, 4 credit(s);
Instructor: Naples,Tammy
Description: Student may contact the instructor or department for information.

Acct 5160 Financial Statement Analysis
A-F only, 2 credit(s);
Instructor: Caliendo,Charles Michael
Description: Student may contact the instructor or department for information.
Acct 5180 Consolidations and Advanced Reporting  
A-F only, 2 credit(s);  
Instructor: Biondich, Nick E  
Description: Student may contact the instructor or department for information.

Acct 5236 Introduction to Taxation of Business  
A-F only, 2 credit(s);  
Instructor: Conlon, Roger John  
Description: Student may contact the instructor or department for information.

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

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

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

Acct 8803 Empirical Research: Accounting Choice  
A-F only, 2 credit(s);  
Instructor: Zhang, Ivy Xiying  
Description: Student may contact the instructor or department for information.

Acct 8832 Theory of Contracts II: Renegotiation and Incomplete Contracting  
2 credit(s);  
Instructor: Gigler, Frank  
Description: Student may contact the instructor or department for information.

Addiction Studies  Credit Certificate Prog/College of Continuing Edu

AddS 5011 Foundations in Addiction Studies  
A-F only, 2 credit(s);  
Instructor: Van Cleve, Michael  
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Theoretical perspectives/concepts related to etiology of alcohol/drug dependency/abuse. Emphasizes bio-psycho-social models of addiction/disease: psychodynamics, social learning, contingency, family systems. Connection of theory to empirical research.  
Style: Online  
Grading: See attached syllabus

AddS 5011 Foundations in Addiction Studies  
A-F only, 2 credit(s);  
Instructor: Becher-Ingwalson, Ann M  
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Theoretical perspectives/concepts related to etiology of alcohol/drug dependency/abuse. Emphasizes bio-psycho-social models of addiction/disease: psychodynamics, social learning, contingency, family systems. Connection of theory to empirical research.  
Style: Online  
Grading: See attached syllabus

AddS 5021 Introduction to Evidence Based Practices and the Helping Relationship  
A-F only, 2 credit(s);
Instructor: Boisen, Laura Sue

AddS 5021 Introduction to Evidence Based Practices and the Helping Relationship
A-F only, 2 credit(s);
Instructor: Wamsley, Debra S

AddS 5031 Applied Psychopharmacology
A-F only, 2 credit(s);
Instructor: Frenz, David Arthur
Description: Categories of psychoactive drugs. Medicines to treat mental disorders. Substances such as alcohol, nicotine, cocaine, and marijuana. What occurs physiologically when someone takes a psychoactive drug.

AddS 5041 Methods and Models I: Motivational Counseling
A-F only, 2 credit(s);
Instructor: Van Cleve, Michael
Description: Concepts of Motivational Interviewing. Spirit of MI. Primary counseling skills. Working with resistance. Identifying/eliciting change talk. Transitioning into change, negotiating a treatment plan. Strengths/shortcoming of MI.

AddS 5051 Methods and Models II: Cognitive Behavioral Therapy
A-F only, 2 credit(s);
Instructor: Van Cleve, Michael
Description: Components of cognitive model. Assessment, case formulation, automatic thoughts, core beliefs, cognitive restructuring, behavior change elements, therapeutic relationship. Students learn, practice and master key concepts.

AddS 5061 Foundations of Group Work
A-F only, 3 credit(s);
Instructor: Rohovit, Julie L
Description: Designing/facilitating therapy groups. Intra-/inter-personal dynamics, leadership skills, developmental aspects, ethical issues. Application to therapy of chemically addicted individuals. Lectures, discussion, experiential exercises, small groups, readings.

AddS 5071 Foundations of Co-occurring Disorders
A-F only, 2 credit(s);
Instructor: Van Cleve, Michael
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit “Class URL” for ODL policies, including fee and financial aid restrictions. Understanding the mentally ill and chemically abusive or dependent client. Intervention, advocacy, education, and support for client and those that are part of his/her environment. Social, environmental, and multicultural factors that contribute resources for these clients.
Style: Online
Grading: See attached syllabus

AddS 5071 Foundations of Co-occurring Disorders
A-F only, 2 credit(s);
Instructor: Becher-Ingwalson, Ann M
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit “Class URL” for ODL policies, including fee and financial aid restrictions. Understanding the mentally ill and chemically abusive or dependent client. Intervention, advocacy, education, and support for client and those that are part of his/her environment. Social, environmental, and multicultural factors that contribute resources for these clients.
Style: Online
Grading: See attached syllabus

AddS 5081 Multicultural Foundations of Behavioral Health
A-F only, 3 credit(s);
Instructor: Wamsley, Debra S
Description: Student may contact the instructor or department for information.
AddS 5091 Assessment and Treatment Planning I  
A-F only, 3 credit(s);  
Instructor: Van Cleve, Michael  
Description: Core addictions counseling functions including clinical assessment, case management, documentation treatment planning, and ethical issues. Students begin process of securing internship.

AddS 5091 Assessment and Treatment Planning I  
A-F only, 3 credit(s);  
Instructor: Wawro, George  
Description: Core addictions counseling functions including clinical assessment, case management, documentation treatment planning, and ethical issues. Students begin process of securing internship.

AddS 5101 Adolescents and Co-occurring Substance Use and Mental Health Disorders  
A-F only, 2 credit(s);  
Instructor: Becher-Ingwalson, Ann M  
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit “Class URL” for ODL policies, including fee and financial aid restrictions. This course covers the screening, assessment, and treatment of substance use in adolescents, including the development issues and bio-psycho-social effects related to adolescent substance use and various options and best practices for treating it.  
Style: Online  
Grading: See attached syllabus

AddS 5996 Internship in Substance Abuse Counseling  
S-N only, 1-8 credit(s), max credits 8, 4 completions allowed;  
Instructor: Rohovit, Julie L  
Description: Supervised field work experience. Practical application of substance abuse counseling. Assessment, treatment planning, case management.

Aerospace Engineering and Mechanics  107 Akerman Hall

AEM 1905 Freshman Seminar: Aircraft and Spacecraft: Model Aircraft Design, Flight Test, and Analysis  
OPT No Aud, 2 credit(s), max credits 4;  
Instructor: Taylor, Brian R  
Description: Student may contact the instructor or department for information.

AEM 2011 Statics  
A-F only, 3 credit(s);  
Instructor: STAFF  

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

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

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

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

AEM 3100 Software Applications in AEM: Introduction to Linux and its Command Line  
S-N only, 1 credit(s), max credits 4, 4 completions allowed;  
Instructor: Shield, Thomas William  
Description: Student may contact the instructor or department for information.

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

AEM 4203 Aerospace Propulsion  
A-F only, 4 credit(s);  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

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

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

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

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

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

AEM 4495 Problems in Aerospace Systems: Space Vehicle Systems: Design to Launch  
A-F only, 3 credit(s);  
Instructor: Flaten, James Alfred  
Description: Note -- This class is using an Independent Study course number but is in fact a standard technical elective class, open to all CSE upper division students. It is expected to particularly appeal to students from Aerospace, Mechanical, Electrical, and Computer Engineering as well as Astronomy. Space Vehicle Systems: Lectures and discussions on designing, building, and operating space vehicles. Topics may include systems engineering, space environment, history of spaceflight, mission design, orbital mechanics, ground operations, as well as spacecraft subsystems (power, communications, propulsion, thermal, structures, attitude control, command/data). In addition, the class will implement an actual near-space mission, using weather balloons to lift miniature spacecraft into the stratosphere where conditions are similar to outer space. This hands-on project will involve designing, building, testing, and operating a complete near-space-vehicle system (including ground station) to perform a variety of realistic spacecraft functions and collect scientific data. The near-space mission will require a 1-day commitment (date TBA? probably a Saturday in mid-April) to launch and operate the spacecraft and execute GPS tracking and other communication functions using ham radios. Assessment of near-space system performance, analysis of science data collected, and individual writing assignments about a specific space vehicle system will occupy the latter portion of the semester. Grades will be based on short assignments associated with lecture topics, a paper on an existing space vehicle system, and individual contributions to the near-space mission. Textbook: Required: Elements of Spacecraft Design, Brown, ISBN: 1-56347-524-3

Note -- This class is using an Independent Study course number but is in fact a standard technical elective class, open to all CSE upper division students. It is expected to particularly appeal to students from Aerospace, Mechanical, Electrical, and Computer Engineering as well as Astronomy. Space Vehicle Systems: Lectures and discussions on designing, building, and operating space vehicles. Topics may include systems engineering, space environment, history of spaceflight, mission design, orbital mechanics, ground operations, as well as spacecraft subsystems (power, communications, propulsion, thermal, structures, attitude control, command/data). In addition, the class will implement an actual near-space mission, using weather balloons to lift miniature spacecraft into the stratosphere where conditions are similar to outer space. This hands-on project will involve designing, building, testing, and operating a complete near-space-vehicle system (including ground station) to perform a variety of realistic spacecraft functions and collect scientific data. The near-space mission will require a 1-day commitment (date TBA? probably a Saturday in mid-April) to launch and operate the spacecraft and execute GPS tracking and other communication functions using ham radios. Assessment of near-space system performance, analysis of science data collected, and individual writing assignments about a specific space vehicle system will occupy the latter portion of the semester. Grades will be based on short assignments associated with lecture topics, a paper on an existing space vehicle system, and individual contributions to the near-space mission. Textbook: Required: Elements of Spacecraft Design, Brown, ISBN: 1-56347-524-3
Grading: Grades will be based on short assignments associated with lecture topics, a paper on an existing space vehicle system, and individual contributions to the near-space mission.

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

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

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

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

AEM 4796 Professional Experience
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

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

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

AEM 5333 Design-to-Flight: Small Uninhabited Aerial Vehicles
A-F only, 3 credit(s);
Instructor: Mettler, Bernie
Description: Student may contact the instructor or department for information.

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

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

AEM 8251 Finite-Volume Methods in Computational Fluid Dynamics
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.
AEM 8271 Experimental Methods in Fluid Mechanics
3 credit(s);
Instructor: Longmire, Ellen K
Description: Student may contact the instructor or department for information.

AEM 8295 Selected Topics in Fluid Mechanics: Physical Gas Dynamics and Molecular Simulation
3 credit(s), max credits 8, 8 completions allowed;
Instructor: Schwartzentruber, Thomas E
Description: Physical Gas Dynamics and Molecular Simulation

AEM 8400 Seminar: Aerospace Systems
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Balas, Gary John
Description: Student may contact the instructor or department for information.

AEM 8411 Advanced Dynamics
A-F only, 3 credit(s);
Instructor: Ketema, Yohannes
Description: Student may contact the instructor or department for information.

AEM 8421 Robust Multivariable Control Design
3 credit(s);
Instructor: Seiler Jr, Peter J
Description: Student may contact the instructor or department for information.

AEM 8495 Advanced Topics in Aerospace Systems
A-F only, 1-4 credit(s), max credits 8, 8 completions allowed;
Instructor: STAFF
Description: The aim of the course is to learn how to exploit information contained in data collected from a dynamical system to determine mathematical models describing the system's dynamical behavior. Methods of system identification are based on the theoretical principles of systems and signals. While the focus of the course is primarily on linear dynamical systems (described by a set of linear differential equations), the course will also cover general considerations about how to treat nonlinear. The system identification principles and methods apply to a wide range of areas. Examples used in the course will cover problems from current research in aerospace (e.g. miniature helicopter, micro-air vehicle) as well as problems from other areas like robotics, neurosciences, and economics. The primary textbook used for the course is "System Identification: Theory for the User" by L. Ljung. The other texts used as references in the course are listed in the reference section.

AEM 8551 Multiscale Methods for Bridging Length and Time Scales
A-F only, 3 credit(s);
Instructor: Tadmor, Ellad B
Description: Student may contact the instructor or department for information.

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

Aerospace Studies 3 Armory

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

Air 1104 Introduction to the Air Force Today I
A-F only, 1 credit(s);
Instructor: Bliss, Adam J
Description: The Foundations of the United States Air Force Air 1104 introduces the mission and organization of the Air Force, officering and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership
problems, and introduction to communication skills.

**Style:** 65% Lecture, 15% Film/Video, 10% Discussion, 10% Student Presentation.

**Grading:** 25% mid exam, 25% final exam, 13% special projects, 12% quizzes, 25% class participation.

**Exam Format:** Short Answer / Multiple Choice

---

**Air 1105 Introduction to the Air Force Today II**

- **A-F only, 1 credit(s);**
- **Instructor:** Bliss, Adam J
- **Description:** Student may contact the instructor or department for information.

**Air 1204 History of Airpower and Communication Skills**

- **A-F only, 1 credit(s);**
- **Instructor:** Bliss, Adam J
- **Description:** AIR 1205 is a survey course designed to examine general aspects of air and space power through a historical perspective. This course covers a time period from the first balloons and dirigibles to the airpower in the Cold War. Historical examples are provided to extrapolate the development of Air Force capabilities, functions, and doctrine to demonstrate the evolution of what has become today's USAF air and space power. As a whole, this course provides the students with a knowledge level of understanding for the general element and employment of air and space power from an institutional, doctrinal, and historical perspective. Students will also give several speeches and write several papers to further their communication abilities.

**Style:** 65% Lecture, 15% Film/Video, 10% Discussion, 10% Student Presentation.

**Grading:** 25% mid exam, 25% final exam, 13% special projects, 12% quizzes, 25% class participation.

**Exam Format:** Short Answer and Multiple Choice

---

**Air 1205 Quality Air Force, Group Leadership Problems, and Presentation Techniques**

- **A-F only, 1 credit(s);**
- **Instructor:** Bliss, Adam J
- **Description:** Student may contact the instructor or department for information.

**Air 3302 Air Force Officership, Quality, and Communication**

- **A-F only, 3 credit(s);**
- **Instructor:** Peterson, Major Chris
- **Description:** Student may contact the instructor or department for information.

---

**Air 3402 Preparation for Active Duty**

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

---

**African American and African Studies 808 Social Sciences Tower**

**Afro 3002 West African History: 1800 to Present**

- **3 credit(s); Meets CLE req of Global Perspectives**
- **Instructor:** Coifman, Victoria Bomba
- **Description:** This course, which is deeply and firmly rooted in the African past, also is current and relevant for Africa and its people of today and tomorrow. It provides, for example, the historical information for understanding and evaluating the reasons for poor West African (and continental) governance institutions since the I960s, as well as the move toward better governments becoming visible today. We look at how West Africans managed the tensions, wars, reconciliation and peace efforts from the nineteenth century on, including the historical causes of recent wars in Liberia and Sierra Leone and the current period of reconstruction in both countries. Study of the economies of the West African past are key to formulating policy for the future. Students planning travel, course work, or internships in West Africa and students with African backgrounds, will find valuable and timely historical information about the places they know or will visit. This can contribute to providing the building blocks of development and future planning which meets people "where they are" and therefore increases the chances for success. This information can also help understanding and planning for other parts of the continent. Themes of this course include the study of continuities with the pre-nineteenth century African past, and the profound, even revolutionary changes of the late nineteenth and most of the twentieth centuries. We identify the building blocks of West African society, which in turn makes visible the historical West African institutions for regulating representative governments. We study too, the organizations West Africans (and other Africans) developed for managing foreign relations. We study the impact of increasing contact with the Atlantic World, the continued spread of Islam, the European and American Industrial Revolution, the impact of colonial rule and the drastic changes in political and economic organization in West Africa in the last two hundred years. These have led to a very difficult post-colonial period in the last
forty-five years. There are signs today, however, of hope, of difficult lessons learned, clearer indications of concrete roads to take towards a healthy, fruitful West African future.

**Style:** 55% Lecture, 20% Film/Video, 15% Discussion, 10% Small Group Activities. We use written works and oral traditions and oral history as sources of our information, along with videos.

**Grading:** 25% mid exam, 25% final exam, 50% reports/papers.

**Exam Format:** identification of terms, essays. both have elements of choice within the questions

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

A-F only, 3 credit(s);

**Instructor:** Pate, Alexs D.

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

Afro 3205 History of South Africa from 1910

3 credit(s); Credit will not be granted if credit has been received for: HIST 3435;

**Instructor:** Atkins, Keletso E

**Description:** Afro 3205 is the second half of a two sequence course on the history of South Africa from unification in 1910 to the final phase and collapse of the apartheid government. A major theme will be the development of African, Indian, Coloured and White political associations. We will examine post world war I political developments including the legal foundations of segregation; African trade union activities and unrest; African women and urbanization; African and Afrikaner nationalism after World War II; the legal frameworks of apartheid; the Soweto explosion; and towards a new South Africa. Target audience: undergraduates.

**Style:** 65% Lecture, 20% Discussion. 65-70% Lecture; 15%-20% Several videos on S. Africa.

**Grading:** 25% mid exam, 30% final exam, 30% reports/papers, 15% class participation. Term paper of roughly 15-20 pages.

**Exam Format:** Essay.

Afro 3251W Sociological Perspectives on Race, Class, and Gender

A-F only, 3 credit(s); Credit will not be granted if credit has been received for: SOC 3251W; Meets CLE req of Writing Intensive

**Instructor:** Haltinner, Kristin

**Description:** Analytical overview of three major forms of inequalities in the United States today: race, class, gender. Focus on these inequalities as relatively autonomous from one another and as deeply connected/intertwined with one another. Intersectionality key to critical understanding of these social forces. Social change possibilities.

**Style:** 20% Lecture, 20% Film/Video, 50% Discussion, 5% Small Group Activities, 5% Guest Speakers.

**Grading:** 20% reports/papers, 20% attendance, 60% reflection paper.

Afro 3301 The Music of Black Americans

3 credit(s);

**Instructor:** Williams, Yolanda Y

**Description:** This course traces the "genres and styles impacted of music which...define African-American music in the United States." (Southern) We will follow elements found in West African culture and music such as "call and response" and the "2nd Line" as they travel to the "New World" and expressed through Spirituals, Symphonies, Gospel Music, Jazz, Rock and Roll, Step Bands and more. Through lectures, readings, discussion, audio visual examples, and homework assignments student can expect to gain a deeper understanding of the ways music both reflects and impacts the social history of all Americans.

**Style:** audio_visual presentations

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 10% written homework, 10% reflection paper, 10% in-class presentation, 10% class participation. Written assignments: Live Performance Experiences, Blues composition, Listening Assignments, etc.

**Exam Format:** Multiple choice, True-False, Matching and Essay

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

3 credit(s);

**Instructor:** Mayes, Keith A

**Description:** This is a course on the history of public and social policy and African Americans. It attempts to familiarize students with some of the most pertinent issues that continue to dominate the news. This course seeks to place into historical context the present-day commentary on social security, affirmative action, welfare, healthcare, and incarceration. Instead of focusing on political movements, we will address the outcome and manifestation of social and political movements, mainly policy concerns and questions. We will begin with the period that ushered in the tradition of social
Afro 3431 Early Africa and Its Global Connections
3 credit(s); Credit will not be granted if credit has been received for: HIST 3431; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Gengenbach, Heidi
Description: This course seeks to explore the literary production of North American Black women from diverse backgrounds and perspectives. Through their varied and common experiences of Black females living in a white-male-dominated culture, we will endeavor they understand the social construction of race and gender, as well as, their intersection with class and social-economic dynamics. In the Black cultural and literary traditions of truth narratives, and transparency, these women share their historical, cultural, and contemporary experiences and insights with verve and authority. At the heart of their literary pursuit is the aspiration to live a more informed, enriched, and inspired life. In so doing, these writers offer us important lessons about creativity, hope, empowerment, courage, and self-expression.

Afro 3592W Introduction to Black Women Writers in the United States
3 credit(s); Credit will not be granted if credit has been received for: ENGL 3592W; Meets CLE req of Writing Intensive
Instructor: Pate, Alexs D.
Description: In AFRO/ENGL 3597W & 3598W, the new two-semester Writing Intensive introduction to African American literature, a cornucopia of literary texts, oral traditions, audiovisual materials, and internet resources bring black literary traditions out of the shadows and under an extended exploratory gaze. The Harlem Renaissance divides the first course (3597W) from this companion course (3598W). AFRO/ENGL 3598W focuses exclusively on the 20th century and opens with the Depression Era 1930s literary insurgency led by Richard Wright and then moves forward through the Civil Rights era and Black Power revolts of SNCC, CORE, and the Black Panthers that helped sponsor the 1960s and '70s "second black renaissance," or Black Arts Movement, of the "New Breed" generation: an urban black popular culture explosion analogous to the earlier "New Negro" era: Broadway and off-Broadway black theatre; African-inspired visual art; music-driven performance poetry and "rapping"; avant-garde Afro-Asian jazz; independent and Hollywood-based "badassed" black cinema; politico-religious sects and charismatic orators like Malcolm X and Stokely Carmichael; "soul music" performers like Ray Charles, James Brown, & Aretha Franklin; and the "young, gifted and Black" writers who celebrated and critiqued it all from the vantage point of the newly articulated, Third World-conscious "black aesthetic" which culminated in the achievements of novelists like Toni Morrison and playwrights like August Wilson.
Style: 40% Lecture, 40% Discussion, 5% Laboratory. CourseLib website on Lumina interface, plus a Course Handbook on Electronic Reserve.
Grading: 73% reports/papers, 17% quizzes, 10% laboratory evaluation.
Exam Format: multiple choice and short answer

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

Afro 3625W Black Women Writers in the Diaspora
3 credit(s); Meets CLE req of Global Perspectives; Meets CLE req of Literature; Meets CLE req of Writing Intensive
Instructor: Githire, Njeri R
Description: Welcome to AFRO 3625W! The second half of the 20th century witnessed, in the literary arena, an explosion of writing by black women in Africa and its diasporas. But although there has been an increasing interest in these women's writings, it can hardly be said that they occupy a central place in literary and critical theory. This course seeks to explore black female literary voices from Africa and its diasporas. Topics of particular interest will include, though not limited to, colonial patriarchy and the erosion of traditional values, the dynamics of gender in postcolonial contexts, the intersections between the public and private spheres in women's narratives, the struggle to negotiate gender, racial, class boundaries, national memory and national identity in women's writings on displacement, as well as women's agency through spatial/social mobility.
Style: 40% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities.
Grading: 40% reports/papers, 25% written homework, 10% reflection paper, 25% in-class presentation.

Afro 3626 Literature of African American Men: Sex, Family, and Relationships
Afro 3910 Topics in the African Diaspora: Conflict & Peace in Eritrea, Ethiopia and Somalia

Description: The Horn of Africa is a diverse, complex region whose topography, natural resources, multi-ethnic groups and varied interests all too often lead to armed conflict and regional wars. Over the last fifty years, the Horn has undergone massive transformation through successive interstate and intrastate wars between armed groups and state authorities. Systematic and ongoing conflicts continue to plague the region, existing in low-level, high-intensity and highly militarized environments. These conflicts are exacerbated and often intensified due to reoccurring natural disasters, foreign intervention and geopolitical threats and interests. This course will introduce students to the modern political history of the Horn of Africa and examine the nature of conflict and peace in Eritrea, Ethiopia and Somalia. The specific themes that will be covered include post-colonization independence, reoccurring and systematic conflict, humanitarian crises, and the role
of foreign aid, development and peacemaking. The course will also focus on the Horn's relations with the international community with emphasis on US foreign policy, conflict resolution, security, and development in the region.

Afro 4231 The Color of Public Policy: African Americans, American Indians, and Chicanos in the United States
3 credit(s); Credit will not be granted if credit has been received for: AMIN 4231;
Instructor: Haltinner, Kristin
Description: Examination of structural or institutional conditions through which people of color have been marginalized in public policy. Critical evaluation of social theory in addressing the problem of contemporary communities of color in the United States.
Style: 20% Lecture, 20% Film/Video, 50% Discussion, 5% Small Group Activities, 5% Guest Speakers.
Grading: 20% reports/papers, 20% attendance, 60% reflection paper.

Afro 4406 Black Feminist Thought
3 credit(s); Credit will not be granted if credit has been received for: GWSS 4406;
Instructor: Isoke, Zenzele
Description: Student may contact the instructor or department for information.

Afro 5182 Contemporary Black Theatre: 1960-Present
3 credit(s); Credit will not be granted if credit has been received for: TH 5182;
Instructor: Taylor, Dominic A
Description: Student may contact the instructor or department for information.

Afro 5406 Black Feminist Thought
3 credit(s); Credit will not be granted if credit has been received for: GWSS 4406;
Instructor: Isoke, Zenzele
Description: Student may contact the instructor or department for information.

Afro 5551 Methods: Use of Oral Traditions as Resources for History
3 credit(s);
Instructor: Coifman, Victoria Bomba
Description: Africans and African Americans (like many other people such as Native Americans) have kept some or much of their history in spoken, rather than written form. To access this important data for writing history today, a methodology for the use of oral traditions by historians has been developed. This is based on the work of Jan Vansina, Emeritus Professor of History and of Anthropology, University of Wisconsin-Madison. This course's focus is on the history methodology which allows for the use of oral traditions as sources for history. There is some study too, of the use of oral histories as sources for history. Oral traditions are "verbal messages which are reported statements from the past, beyond the present generation". Jan Vansina, 1985, 27. They are spoken or sung, even carried in music. Oral histories on the other hand, consist of spoken accounts of events taking place in a person's lifetime. Use of the canons of history to analyze and critique oral traditions and to use them along with written historical sources, are the central focus of this class. A popular section of the course is our study of the history of African history in various countries since the 1950s. Also, while the focus is upon African American and African data, students of other peoples' histories, and from the perspective of other disciplines, such as Anthropology, Urban Studies, Literature and Psychology will find much helpful information in the course, for their own work.
Style: 55% Lecture, 20% Film/Video, 15% Discussion, 10% Small Group Activities. Keeping current with reading and lecture assignment is important for fun and fruitful class times.
Grading: 25% mid exam, 25% final exam, 50% reports/papers. Each student fills out three non graded but mandatory sheets of terms from the course for identification. This becomes the base of class discussion, and serves too, as a review mechanism. Students like this a lot.
Exam Format: identification of terms and short essays each part contains elements of choice within the questions.

Afro 5910 Topics in African American and African Studies: Conflict & Peace in Eritrea, Ethiopia and Somalia
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Araia, Semhar
Description: The Horn of Africa is a diverse, complex region whose topography, natural resources, multi-ethnic groups and varied interests all too often lead to armed conflict and regional wars. Over the last fifty years, the Horn has undergone massive transformation through successive interstate and intrastate wars between armed groups and state authorities. Systematic and ongoing conflicts continue to plague the region, existing in low-level, high-intensity and highly militarized environments. These conflicts are exacerbated and often intensified due to reoccurring natural disasters, foreign intervention and geopolitical threats and interests. This course will introduce students to the modern political history of the Horn of Africa and examine the nature of conflict and peace in Eritrea, Ethiopia and Somalia. The specific themes that will be covered include post-colonization independence, reoccurring and systematic conflict, humanitarian crises, and the role of foreign aid, development and peacemaking. The course will also focus on the Horn's relations with the international community with emphasis on US foreign policy, conflict resolution, security, and development in the region.
Agricultural Industries and Marketing 235 Soils

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

Agricultural, Food, and Environmental Education 146 Ruttan Hall

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

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

AFEE 2421 Professional Communication for Agriculture, Food, and the Environment
A-F only, 3 credit(s);
Instructor: Swenson,Rebecca Dean
Description: Student may contact the instructor or department for information.

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

AFEE 4221 Rural Leadership Development
3 credit(s);
Instructor: Peterson,Roland L
Description: Student may contact the instructor or department for information.

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

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

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

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

AFEE 5220 Special Topics in Agriculture Education and Extension
1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Swenson, Rebecca Dean
Description: Student may contact the instructor or department for information.

AFEE 5220 Special Topics in Agriculture Education and Extension
1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Greiman, Brad
Description: Student may contact the instructor or department for information.

AFEE 5233 Advanced Procedures in Teaching Agricultural Education
A-F only, 2 credit(s);
Instructor: Smith, Amy Rae
Description: Student may contact the instructor or department for information.

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

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

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

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

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

Agronomy and Plant Genetics  411 Borlaug Hall

Agro 1093 Directed Studies
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: Smith, Kevin Paul
Description: Student may contact the instructor or department for information.

Agro 1101 Biology of Plant Food Systems
4 credit(s); Meets CLE req of Biological Sciences
Instructor: Smith, Kevin Paul
Description: This course is designed for students who are not majors in a life science program, but who wish to acquire a better understanding of biological concepts especially as they relate to their lives. This course fulfills the University’s Council on Liberal Education Diversified Core requirement for a biology course with lab and the Designated Theme environment. Throughout this course, we will examine in depth, current issues related to food, food production and the environment. These issues will provide the context in which we investigate fundamental concepts of biology and examine ecological principles including productivity, energy, genetic change in populations, and environmental responses to human activity.
Style: 30% Lecture, 1% Film/Video, 7% Discussion, 40% Laboratory, 20% Small Group Activities, 2% Student Presentation.
Grading: 15% final exam, 21% reports/papers, 7% special projects, 6% quizzes, 27% written homework, 24% additional semester exams. 24% additional exams is really three tests that are worth 8% each. Each test is conducted individually and in a small group (collaboratively).
Agro 3203W Environment, Global Food Production, and the Citizen
3 credit(s); Credit will not be granted if credit has been received for: AGUM 2224; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Porter, Paul M
Description: Sustainable production of food is crucial to human survival. Different agricultural ecosystems have developed around the world that are influenced by and have an impact on the environment. This Course examines how the environment constrains the capacity to produce food and the impact of agriculture on the environment from a Global Perspective. Topics include human population growth and hunger, ecological properties of agricultural ecosystems, issues of biodiversity, natural resource conservation, pollution, water and waste management. The course is Writing Intensive and utilizes the Active Learning Classroom to provide a group learning environment. The course utilizes decision cases, discussions, writing and readings to enable you to reflect upon global perspectives of compelling contemporary and historical issues in the regions of Africa, Asia and the European Union involving sustainability and to engage in ethical debate about global food production with respect to environmental, societal and economic perspectives. Students with no prior exposure to agriculture are encouraged to enroll. An introductory knowledge of biological concepts would be helpful.
Style: 35% Lecture, 35% Discussion, 20% Small Group Activities. Active Learning, decision cases, group work
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% class participation.
Exam Format: short essay and multiple choice

Agro 3660 Plant Genetic Resources: Identification, Conservation, and Utilization
A-F only, 3 credit(s);
Instructor: Stupar, Robert M
Description: This course is intended for undergraduate majors and non-majors interested in plant genetic resources and diversity. We will focus on methods of identifying, characterizing and conserving plant genetic resources. We will examine the biological basis of genetic diversity and highlight several case studies in which plant genetic resources are currently being utilized for crop improvement. This course will consider plant genetic resources at the local, national and international levels. In the laboratory, students will gain experience with phenotypic, molecular and computer-based methods for distinguishing and cataloging plant genetic diversity.
Style: 50% Lecture, 15% Discussion, 33% Laboratory, 2% Student Presentation.
Grading: 30% mid exam, 25% final exam, 25% reports/papers, 10% quizzes, 10% class participation.
Exam Format: Short answer, multiple choice, matching, vocabulary, problem solving.

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

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

Agro 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6, 6 completions allowed;  
**Instructor:** Brakke, Mary Patricia  
**Description:** Student may contact the instructor or department for information.

**Agro 4097 Undergraduate Research Thesis**  
A-F only, 1-6 credit(s), max credits 12;  
**Instructor:** Smith, Kevin Paul  
**Description:** Students work with a faculty member to develop a research project, carry out the research, and write a thesis.  
**Style:** Regular meetings are scheduled with instructor.  
**Grading:** 100% reports/papers.

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

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

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

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

**Agro 5321 Ecology of Agricultural Systems**
A-F only, 3 credit(s);[3xxx or above] course in [Agro or AnSc or Ent or Hort or PlPa or Soil] or instr consent Credit will not be granted if credit has been received for: ENT 5321;

**Instructor:** Jordan, Nicholas Royal

**Description:** This course develops a concept of agriculture as the result of interactions between human social systems and ecological systems. These "eco-social" interactions define an agroecology that includes humans as ecological actors. The course aims to provide some useful concepts for viewing agriculture from this holistic, "systems" perspective, and some practical experiences in doing so. Our aim is to help our students become better able to work in the face of complex, tangled webs of problems and opportunities in agroecological challenges such as local food system development. Concepts of systems thinking are applied to agriculture through practical applications. The course features a community-based learning component, in which students apply methods of systems thinking to a local "live" agroecology problem, such as local food system development, in partnership with community organizations. The course may be useful for students interested in "the human factor" in any field of environmental studies or management. A manuscript describing the course is attached; please click on the 'syllabus' link below.

**Grading:** 75% reports/papers, 25% class participation.

**Exam Format:** Final written report

---

**Agro 5999 Special Topics: Workshop in Agronomy: A Primer of Plant Breeding**

1 credit(s), max credits 6, 3 completions allowed;

**Instructor:** Bernardo, Rex N

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

---

**Agro 8241 Chromosomal and Molecular Genetics of Plant Improvement**

3 credit(s);

**Instructor:** Stupar, Robert M

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

---

**Agro 8270 Graduate Seminar**

A-F only, 1 credit(s); Grad major in [applied plnt sci or agro or ent or hort or plnt brdg or plnt path or soil] or instr consent Credit will not be granted if credit has been received for: HORT 8270;

**Instructor:** Wyse, Donald L

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

---

**Agro 8280 Current Topics in Applied Plant Sciences**

S-N only, 1 credit(s);

**Instructor:** Thill, Christian A

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

---

**American Indian Studies 19 Scott Hall**

---

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

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

**Instructor:** STAFF

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

**Amln 1002 Indigenous Peoples in Global Perspective**

A-F only, 3 credit(s); Credit will not be granted if credit has been received for: POL 1019; Meets CLE req of Global Perspectives

**Instructor:** Beane, Katherine Elizabeth

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

**Amln 1003 American Indians in Minnesota**

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

**Instructor:** Ghebregzi, Alex Anthony

**Description:** Student may contact the instructor or department for information.
AmIn 1902 Freshman Seminar: American Indian History in Literature and Film
A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Child, Brenda J
Description: Student may contact the instructor or department for information.

AmIn 3108 History of Anishinaabemowin, the Ojibwe Language
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: AMIN 5108;
Instructor: Nichols, John David
Description: Student may contact the instructor or department for information.

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

AmIn 3201W American Indian Literature
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Meland, Carter
Description: How do you creatively respond to the transformations and deformations introduced into Native America by the colonizing cultures of Europe and Euroamerica? In this course we examine how a select group of American Indian writers creatively respond to the experience of colonization in the narratives they imagine. This question is not aimed exclusively at American Indian writers though, nor is it even more generally aimed only at Indian people. Rather this question about colonization is aimed at everyone living here now: How do you (you sitting there reading this statement) creatively respond to the transformations and deformations introduced into Native America by the colonizing culture of Euroamerica? This course invites you to think about this question and this writing, even if you never have before. In class discussions we will examine how various writers approach this question and we will familiarize ourselves with the ideas, themes, and tools Native writers use through close readings of their works. In addition to examining the works we will also examine ways the various works ask us to consider and reconsider our own experiences of living in North America. Your responses to the works and our guiding question will be explored, examined, and developed in class discussions, a variety of short writing assignments, and in a final research essay. You will read four or five books for the course as well as a half-dozen or so short readings. As the course is Writing-Intensive you will also do about 40 pages of writing.
Style: 10% Lecture, 90% Discussion.
Grading: 80% reports/papers, 20% quizzes.

AmIn 3301 American Indian Philosophies
4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: STAFF
Description: The purpose of this course is to introduce students to the philosophical thought and spiritual beliefs of native peoples of North America. Students will examine a broad spectrum of issues which influence the worldview of native people on this continent, including European contact and thought. Students may find some of the issues to be controversial and personally challenging, however, a thorough discussion of the impact of European influences is important to understanding native people's resistance and survival. Finally, students will also explore the ways in which native philosophy and spiritual practices shape native life experience in a society viewed by many native people as being at odds with their beliefs.
Style: 60% Lecture, 20% Discussion. Group work
Grading: 33% mid exam, 33% final exam, 17% reports/papers, 17% class participation.
Exam Format: The exams will be a take home essay.

AmIn 3312 American Indian Environmental Issues and Ecological Perspectives
3 credit(s); Meets CLE req of Environment
Instructor: Carroll, Clint
Description: This is a survey course devoted to understanding American Indian / First Nation environmental issues broadly speaking in both the United States and Canada. The class will encourage you to think critically and responsibly about a variety of contemporary debates and political topics, including off-reservation hunting and fishing, the protection of sacred sites on public lands, romanticized stereotypes, food sovereignty, and environmental justice for Native communities. We will also explore the unique perspectives of American Indian / First Nation peoples in the context of traditional ecological knowledge and practices, and how they both contrast with and complement Western science. We will view these topics through the lens of political ecology, an approach to environmental studies that emphasizes the influence of social, political, economic, and legal forces and institutions on environmental issues. As such, the course will stress the importance of understanding historical and contemporary American Indian environmental matters in the contexts of colonial histories and tribal sovereignty.
AmIn 3314 Natural Resource Management and Environmental Policy in Indian Country
3 credit(s);Meets CLE req of Environment
Instructor: Carroll, Clint
Description: This course specifically explores historical and contemporary natural resource issues on American Indian / First Nation tribal lands in the United States and Canada. The course highlights the proactive measures that Native nations are taking in order to reclaim control over their lands and resources, and thus reassert their own unique values and norms of resource management. In this regard, we will assess a variety of cases studies throughout Indian country in which tribal management programs are drawing from traditional teachings and/or philosophies, and how they each practice sustainability in their own unique ways. Additionally, we will study the relationship between tribes and state/federal agencies with regard to the co-management of culturally significant off-reservation lands and resources in order to understand the political issues of co-management and the obstacles to the incorporation of indigenous traditional knowledge into scientific management plans. Further, we will explore new directions in what has been termed collaborative stewardship, and the implications this has for the well being of lands and peoples throughout the globe. The class will also emphasize the role of environmental law and policy in asserting tribal rights to environmental health and resource management.

AmIn 3701 Ojibwe Culture and History
3 credit(s);Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives
Instructor: Jones, Dennis
Description: An introductory overview of Ojibwe culture, history, beliefs, and traditions, including philosophy and worldview. The course is presented in four parts, with a test and a paper due at the completion of each part.

AmIn 3711 Dakota Culture and History
3 credit(s);Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives
Instructor: STAFF
Description: This course focuses on Dakota culture and history. Our emphasis will be on the four bands of the Santee Dakotas: the Mdewakantons, Wahpekutes, Wahpetons, and the Sissetons. The content of the course will be regionally based, that is, we will study primarily the Dakota bands located in Minnesota and eastern South Dakota. This course will introduce you to many aspects of Dakota culture. We will first begin with a historical overview of the Dakota people, this section will lead us to a significant event in Dakota History: the Uprising/War/Conflict of 1862. As you learn about Dakota history, you will also become aware of the culture of the Santee Dakota. This will involve oral history and narratives, music and dance, artistic expression, language, and discussions of contemporary issues relevant to the Dakota people. Target audience: anyone interested in American Indian Studies.

AmIn 3713 Lands and Homelands in the American Indian Great Lakes
3 credit(s);Credit will not be granted if credit has been received for: AMST 3713;Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives
Instructor: Child, Brenda J
Description: This course is a study of American Indian communities of the Great Lakes over time, with particular attention to Ojibwe, Dakota, and H-Chunk experiences. In the period before contact with Europeans, Algonquins and Siouan peoples of the Great Lakes formed clans, social policies, political structures, and religious societies. Tribes collaborated in ways that transcended barriers of language and culture. For example, the Mononimes and Ho-Chunks enjoyed traveling together to the prairies for communal buffalo hunts. Great lakes tribes lived in and shaped an environment that at certain times of the year, such as during the autumnal wild rice harvest, allowed for abundance and a very rich life. The richness of the world Great Lakes tribes created was damaged, depressed, and altered but not destroyed by the arrival of Euroamericans. We will consider the emergence of the fur trade and its impact on tribal economies and gender roles, the introduction of disease, treaties, wars, the establishment of reservations, the allotment policy, and the movement to assimilate American Indians into the mainstream of American society. We will explore recent decades in the history of Great Lakes Indian communities through discussion of boarding school experiences, environmental change, urbanization, political activism, the struggle for treaty rights, and the emergence of what some have termed the "new buffalo" of tribal gaming.

AmIn 3872 American Indian History: 1830 to the Present
3 credit(s);Credit will not be granted if credit has been received for: HIST 3872;
Description: How did American Indian nations navigate the turbulent nineteenth and twentieth centuries that brought a flood of intruders into their homelands and remake themselves into the vibrant and richly diverse peoples that they are in the present? Beginning with the turmoil surrounding Indian Removal policy in the 1830s, and extending into the present-day struggles of Indian nations to control their own destinies, this course serves as an introduction to American Indian history from 1830 to the present. Touching on such themes such as cultural resistance and political resurgence in the face of U.S. colonialism, we will focus on the interface between the development of Federal Indian policy and American Indian resistance to U.S. initiatives as a unifying theme, and we will also consider major shifts in the nature of American Indian sovereignty into the present. This course stresses the integrity and adaptability of American Indian societies, and the centrality of ever-emergent American Indian identity to the experiences of Indian people. Particular topics include: Indian Removal and the concept of Indian Territory; Sovereignty: What does it mean? Encounters, east and west; Reservation Life; Pan-Indianism; John Collier and the Indian New Deal; the Indian Claims Commission; Termination and Relocation; Self-Determination and Indian Activism. Readings are designed to complement course session, and include documents, a monograph, a novel, and compiled oral histories of Indian peoples.

**Style:** 30% Lecture, 30% Discussion, 30% films

**Grading:** 40% mid exam, 25% final exam, 25% reports/papers, 10% class participation.

**Exam Format:** Essay
ASL 1701 American Sign Language I
5 credit(s);
Instructor: STAFF
Description: A study of the fundamentals of American Sign Language: Introduction to learning and understanding American Sign Language, cultural values and rules of behavior of the deaf community in the United States. Includes receptive and expressive readiness activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, and deaf culture. *Please note: A nominal fee may be required to attend a Deaf cultural and/or American Sign Language related event.

ASL 1702 American Sign Language II
5 credit(s);
Instructor: STAFF
Description: Continuation of the study of the fundamentals of American Sign Language: Increased communication skill in American Sign Language, cultural values and behavioral rules of the deaf community in the U.S., receptive and expressive, sign vocabulary, grammatical structure, receptive and expressive finger spelling and aspects of deaf culture. (SP-ASL 1701 or instructor approval) Please note: A nominal fee may be required to attend a Deaf cultural and/or American Sign Language related event.

ASL 3703 American Sign Language III
5 credit(s);
Instructor: STAFF
Description: Expanded instruction of American Sign Language receptive and expressive activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, narrative skills, cultural behaviors, and aspects of deaf culture. Abstract and conversational approach. (SP-ASL 1702 or instructor approval) Please note: A nominal fee may be required to attend a Deaf cultural and/or American Sign Language related event.

ASL 3704 American Sign Language IV
5 credit(s);
Instructor: STAFF
Description: Increases the emphasis on more abstract and challenging conversational and narrative range. Includes receptive and expressive readiness activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, various aspects of deaf culture and cultural behavior rules. (SP-ASL 1703 or instructor approval) Please note: A nominal fee may be required to attend a Deaf cultural and/or American Sign Language related event.

ASL 3705 Cultural Perspectives of Deafness
3 credit(s);
Instructor: STAFF
Description: Introduction to the deaf community as a linguistic and cultural minority group. The role of deaf people in the larger society, political activism, laws, access to information, educational philosophies and methods, and communication systems.

ASL 3800 ASL Independent Study: Extended Study
S-N only, 1-3 credit(s), max credits 6;
Instructor: Applebee, Shirley D
Description: Student may contact the instructor or department for information.

ASL 3800 ASL Independent Study: Extended Study
S-N only, 1-3 credit(s), max credits 6;
Instructor: Buchholz, Sandra Kay
Description: Student may contact the instructor or department for information.

ASL 3800 ASL Independent Study: Extended Study
S-N only, 1-3 credit(s), max credits 6;
Instructor: Johnson, Rania Jung
Description: Student may contact the instructor or department for information.

ASL 3800 ASL Independent Study: Extended Study
S-N only, 1-3 credit(s), max credits 6;
Instructor: Neubarth, Bradley E
Description: Student may contact the instructor or department for information.
AmSt 1011 Religions and American Identity in the United States from World War II to the Present
3 credit(s); Credit will not be granted if credit has been received for: RELS 1011; Meets CLE req of Civic Life and Ethics
Instructor: Prell, Riv-Ellen
Description: How does religion become part of public and political life in the United States? Over the last sixty years religion has played an important role in most of the critical social movements of this period. In addition, the meaning of religious freedom has been contested in the courts leading to some of the most decisions made by the Supreme Court. The course is designed to give students the opportunity to analyze the political and cultural watersheds of the last sixty years through changing ideas about religion in America as well as debates within and between religious traditions and communities. This course will also demonstrate how gender, race, and class have shaped the relationships between religion and politics, and it will examine the persistent tensions between secularism and religiosity and liberalism and fundamentalism in American culture and politics. Some of the case studies will include school bussing, civil rights, gender equality, the War in Viet Nam, and building a mosque and culture center at the site of the World Trade Towers bombed on 9/11. The course emphasizes ethics within the context of public life. It encourages students to examine the meaning of citizenship, its relationship to moral values. It also teaches students about the study of religion as a cultural and social process and emphasizes the complex nature of religion as neither tradition bound, inevitably conservative, nor ahistorical. The class is not a study of comparative religions in America. Rather, it looks at the ways in which religious traditions have engaged public life, and how religious life developed and changed in the United States following WWII.
Style: 50% Lecture, 30% Discussion, 20% Small Group Activities.

AmSt 1012 Migrants, Refugees, Citizens, and Exiles: The U.S. on an Immigrant Planet
3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Esparza, Rene
Description: Student may contact the instructor or department for information.

AmSt 1905 Freshman Seminar: U.S. Economic Crisis: From Wall Street to Main St.
3 credit(s);
Instructor: Karjianen, David J
Description: This course is an introductory American Studies seminar focused on the recent economic crisis. The course examines current research which discusses the causes, consequences, and policy options regarding current economic challenges. We also look at specific issues in greater depth: the housing crisis and predatory lending, financial regulation and banking, the labor market and job creation, and the broad public policy debate regarding how to ?fix? the economy. These debates are situated in a broad, interdisciplinary framework, supplemented by guest speakers from the housing industry, community organizations, and banking. We will also be looking at the Federal Reserve and other key economic institutions, including visiting the Federal Reserve Bank and working on a Habitat For Humanity Project.
Style: 10% Lecture, 50% Discussion, 25% Small Group Activities, 5% Student Presentation, 5% Field Trips, 5% Guest Speakers.

AmSt 2011 The United States since September 11
3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives
Instructor: Dillon, Steve Patrick
Description: Student may contact the instructor or department for information.

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

AmSt 3252W American Popular Culture and Politics: 1900 to 1940
AmSt 3253W American Popular Culture and Politics: 1940 to the Present
Instructor: STAFF
Description: In this course, we will examine how the United States changed since World War II as a result of domestic and international struggles, exploring the role popular culture played in this transformation. During these years the nation became an international power, altering the ways in which Americans understood their place in the world. A new consumer culture and domestic ideal became linked to American identity and Cold War politics. Within the U.S., challenges to the mainstream took the form of a new counter culture, the assertion of black citizenship, and the rise of feminism, each demanding participation in public life and a redefinition of the hierarchies of the past. In this course, we will look at the ways in which these conflicts at home and abroad have changed the ways Americans think about themselves as citizens and the place of our nation in the world.
Style: To be announced instructor will provide specific information
Grading: Grading will be determined by to be announced instructor

AmSt 3632W Jewish Women in the United States
Instructor: Prell, Riv-Ellen
Description: This class will examine the history of Jewish women in the United States over the past 150 years. Students will learn about how Jewish women changed family life, entered the work place, built communal structures and participated in the major social movements of this period. The class will look at the diversity of Jewish women's experiences understanding how their differences will allow us to understand that women can only be studied in relationship to issues such as class and race. In studying women within an American minority group the class will focus on the ways in which both anti-Semitism and changing ideas about Jews and race shaped Jewish women's experience. We will address four periods in American Jewish history, from the mid nineteenth century to the present, that marked key turning points in defining American Jewish life for woman. They coincide as well with times of dramatic change in American society. Students will read a variety of sources: fiction, historical narratives, autobiography- as well as viewing films and printed sources such as political cartoons. This body of work will allow the class to understand the ways in which Jewish women were viewed by the larger culture, by Jewish men and one another. The class will create the opportunity both to learn about Jewish women, but also to provide the tools to learn to analyze how forms of racism; including anti-semitism-- and sexism shape society and groups. Class Time: Lecture 30% Discussion 30% Films/DVDs 20% In Class Assignments 20% Work Load 50 pages per week; mid term and final; three short papers
Style: 50% Lecture, 10% Film/Video, 40% Discussion.
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% attendance. The class is writing intensive and the paper will have a number of steps
Exam Format: essay and short answer

AmSt 3713 Lands and Homelands in the American Indian Great Lakes
Instructor: Child, Brenda J
Description: Student may contact the instructor or department for information.

AmSt 3920 Topics in American Studies: Exploring Diversity in Public History
Instructor: Hoogland, Tim
Description: Student may contact the instructor or department for information.

AmSt 3993 Directed Studies
Instructor: STAFF
Description: Arrangements must be made with the professor who oversees the project.

AmSt 4101 Gender, Sexuality, and Politics in America
Instructor: STAFF
Description: Ways public and private life intersect through the issues of gender, sexuality, family, politics, and public life; ways in which racial, ethnic, and class divisions have been manifest in the political ideologies affecting private life. Class time, workload, grading and exam format are determined by instructors. The focus of each instructor varies with the instructor's expertise.
Style: Will be determined by course instructor
Grading: Will be determined by instructor

AmSt 4962W Second Proseminar in American Studies
3 credit(s); Meets CLE req of Writing Intensive
Instructor: May, Lary L
Description: In this the second proseminar students: 1) focus on the problems related to representative theme, figure, or period, and 2) research and write their senior thesis. American Studies majors engage in discussions and written exercises that demonstrate understanding of the discipline's subject matter, modes of inquiry, and particular insight into the human experience. A related goal of the proseminars is to provide a context in which students can engage in freedom of inquiry and speech and a vigorous exchange of ideas. Respect for different beliefs and points of view, set against a background of academic civility, is essential to our seminars. The aim of writing and debate is to strengthen the student's competence in reading, writing, and speaking with clarity. The seminars also encourage critical thinking and openness to new ideas, combined with intellectual independence and curiosity about the worlds in which we all live. The proseminars thereby expose students to an appreciation of the complexities of knowledge and the capacity to gain new perspectives about one's own life through the study of other groups and peoples. The second proseminar provides the classroom setting in which students develop a plan for researching and producing a project that helps define each student's academic interests. Finally, the writing of the senior paper comes as the culmination of the seminars.
Style: 10% Lecture, class projects (writing exercises for the research paper)
Grading: 30% class participation, 70% other evaluation. research paper

AmSt 8202 Theoretical Foundations and Current Practice in American Studies
3 credit(s);
Instructor: Karjanen, David J
Description: Student may contact the instructor or department for information.

AmSt 8232 Cultural Fallout: The Cold War and Its Legacy, Research
3 credit(s);
Instructor: May, Elaine Tyler
Description: Student may contact the instructor or department for information.

AmSt 8401 Practicum in American Studies
S-N only, 3 credit(s);
Instructor: Fajardo, Kale Bantigue
Description: Student may contact the instructor or department for information.

AmSt 8920 Topics in American Studies: Comparative indigenities of the Americas
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Castellanos, Bianet
Description: This course brings together transnational and interdisciplinary scholarship to articulate new ways of pursuing critical Indigenous studies through a hemispheric frame. In light of the shared history of colonization, genocide, racial and sexual violence experienced by indigenous peoples, the goal for this course is to engage with the ways that Indigenous and mestiza/o (mixed race) peoples enact resistance to state, nation-state, and imperial attempts to erase, deny, repress, disappear, circumscribe displace, and assimilate Indigenous peoples. To do so, this course interrogates key concepts and methodologies, including their intellectual genealogies, used to analyze Indigenous experiences across the Americas. Finally, this course attempts to promote a broader understanding of the relationships between Native and decolonizing mestiza/o (mixed race) peoples in the hemisphere.

AmSt 8920 Topics in American Studies: Transnationalism and the U.S.-Mexico Borderlands
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Padilla, Yolanda
Description: Student may contact the instructor or department for information.

Anatomy 6-125 Jackson Hall

ANAT 3601 Principles of Human Anatomy
3 credit(s); [BIOL 1002 or BIOL 1009 or BIOL 2002 or equiv]. [Concurrent registration is required (or allowed) in
ANAT 3602 Principles of Human Anatomy Laboratory
2 credit(s); 3001 or 3301 or INMD 3001 or 3301 or Concurrent registration is required (or allowed) in 3601 or Concurrent registration is required (or allowed) in 3611 To register for lab concurrently with lecture, students must successfully register for lecture first. Credit will not be granted if credit received for: Anat 3002/Anat 3302/Anat 3602/INMD 3002/INMD 3302 Credit will not be granted if credit has been received for: ANAT 3602; Instructor: Weinhaus PhD, Anthony James
Description: Cadaveric examination of Human Anatomy, including: Gross (macroscopic) anatomy, histology (microscopic anatomy), Neuroanatomy (nervous system), and embryology (developmental anatomy). This course has been renamed from ANAT 3002. ANAT 3602 and 3612 are identical. (This lab is designed to supplement the Lecture course (Principles of Human Anatomy). Prerequisites are: Concurrent registration or previous completion of ANAT 3001/ 3601 or ANAT 3001/ 3301; AND at least sophomore status: AND completion of Biol 1001/ 1002 or 1009 (or equivalent).
Style: 100% Laboratory.
Grading: 100% additional semester exams. A total of 12% extra-credit is available.

ANAT 3611 Principles of Human Anatomy
3 credit(s); [BIOL 1002 or BIOL 1009 or BIOL 2002 or equiv], at least soph; [Concurrent registration is required (or allowed) in 3602 or Concurrent registration is required (or allowed) in 3612] recommended credit will not be granted if credit received for: Anat 3001/Anat 3301/Anat 3601/INMD 3001/INMD 3301 Credit will not be granted if credit has been received for: ANAT 3001; Instructor: Weinhaus PhD, Anthony James
Description: Anatomical relationships. Function based upon form. Clinical applications. Gross (macroscopic) anatomy, histology (microscopic anatomy). Neuroanatomy (nervous system), and embryology (developmental anatomy). This course has been renamed from ANAT 3301. This course is identical to ANAT 3601. (It is advised that students take Principles of Human Anatomy laboratory with this lecture). Prerequisites are: at least sophomore status and completion of Biol 1001/ 1002 or 1009 (or equivalent). Lecture for spring of 2010 will be in PWB 2-470
Style: 100% Lecture.
Grading: 8% quizzes, 92% additional semester exams.
Exam Format: Multiple choice.

ANAT 3612 Principles of Human Anatomy Laboratory
2 credit(s); 3001 or 3301 or INMD 3001 or 3301 or Concurrent registration is required (or allowed) in 3601 or Concurrent registration is required (or allowed) in 3611 To register for lab concurrently with lecture, students must successfully register for lecture first. Credit will not be granted if credit received for: Anat 3002/Anat 3302/Anat 3602/INMD 3002/INMD 3302 Credit will not be granted if credit has been received for: ANAT 3602; Instructor: Weinhaus PhD, Anthony James
Description: Cadaveric examination of Human Anatomy, including: Gross (macroscopic) anatomy, histology (microscopic anatomy), Neuroanatomy (nervous system), and embryology (developmental anatomy). This course has been renamed from ANAT 3302. ANAT 3602 and 3612 are identical. (This lab is designed to supplement the Lecture course (Principles of Human Anatomy). Prerequisites are: Concurrent registration or previous completion of ANAT 3001/ 3601 or ANAT 3001/ 3301; AND at least sophomore status: AND completion of Biol 1001/ 1002 or 1009 (or equivalent).
Style: 100% Laboratory.
Grading: 100% additional semester exams. A total of 12% extra-credit is available.
ANAT 4900 Directed Studies in Anatomy
S-N only, 1-6 credit(s), max credits 18, 3 completions allowed;
Instructor: Weinhaus PhD, Anthony James
Description: Intended for students who have successfully completed ANAT 3001/3301 or ANAT 3601/3611 and have arranged to conduct an extensive research project with course director or have been selected as a Teaching Assistant. Requires course directors approval.
Style: 90% Laboratory, 10% Service Learning. At least 60 hours of laboratory required
Grading: S/N based upon hours completed in lab.

ANAT 5525 Anatomy and Physiology of the Pelvis and Urinary System
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; One undergrad anatomy course, one undergrad physiology course, instr consent Credit will not be granted if credit has been received for: PHSL 5525;
Instructor: Katz, Stephen A.
Description: Student may contact the instructor or department for information.

Animal Science 305 Haecker Hall

AnSc 1101 Introductory Animal Science
4 credit(s);
Instructor: Seykora, Anthony James
Description: Introduction to animal science with emphasis on fundamental concepts of physiology, nutrition, animal breeding and management as they apply to production systems of livestock, poultry, and companion animals.
Style: 70% Lecture, 10% Discussion, 20% Laboratory.
Grading: 40% mid exam, 20% final exam, 10% laboratory evaluation, 30% problem solving.
Exam Format: Multiple choice and short answer.

AnSc 1403 Companion Animal Nutrition and Care
3 credit(s);
Instructor: Stern, Marshall D
Description: This course is designed for individuals having no prior training with animals or nutrition, but have an interest in caring for and understanding the contemporary importance of companion animals. Emphasis will be on nutrition of healthy animals and the various factors that play a role in feeding an animal adequately, including animal behavior, environmental conditions, food type and availability. The course will emphasize basic principles of nutrition and one of the goals will be to make the student aware of their own nutrition, as these principles apply to humans also. Other course goals will be to have the student be a responsible pet owner and enhance their appreciation of companion animals. The target audience of this course is all undergraduate students interested in companion animals and their nutrition and care. The course will focus on companion animals, but not exclusively dogs and cats.
Style: 100% Lecture.
Grading: 100% other evaluation. Each of the 3 exams worth 33% each.

AnSc 2012 Livestock and Carcass Evaluation
3 credit(s);
Instructor: Rozeboom, Kyle James
Description: Student may contact the instructor or department for information.

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

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

**Grading:** 50% mid exam, 20% final exam, 10% laboratory evaluation, 20% problem solving.

**Exam Format:** short answer

---

**AnSc 3011 Statistics for Animal Science**

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

---

**AnSc 3141 Advanced Dairy Judging**

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

---

**AnSc 3203W Environment, Global Food Production, and the Citizen**

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

---

**AnSc 3203W Environment, Global Food Production, and the Citizen**

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

---

**AnSc 3301 Human and Animal Physiology**

- **3 credit(s);
- **Instructor:** Wheaton, Jonathan E
Description: This is an immediate level course intended for upper division undergraduate students. The course covers functions of major organ systems: the nervous system, muscles, cardiovascular, respiration, renal, metabolism and endocrinology.

Style: 100% Lecture.

Grading: 89% mid exam, 11% quizzes.

Exam Format: One essay-type exam, others are multiple choice.

**AnSc 3302 Human and Animal Physiology Laboratory**
1 credit(s);
Instructor: Wheaton, Jonathan E

Description: This is a companion course to Human and Animal Physiology, AnSc 3301 (or an equivalent upper division course in systemic physiology). Students conduct computer-assisted and non-assisted laboratory experiments. Students usually work in teams. Each student prepares lab reports and answers discussion questions. These are due and reviewed the following week. At the end of the semester a team final written report and oral presentation is required that addresses a student-selected topic in physiology. Experiments cover the nervous system, muscles, cardiovascular, blood, respiration and metabolism.

Style: 46% Discussion, 54% Laboratory.

Grading: 50% reports/papers, 40% written homework, 10% in-class presentation.

**AnSc 3307 Artificial Insemination Techniques**
S-N only, 1 credit(s);
Instructor: Seykora, Anthony James

Description: Hands-on training and techniques of artificial insemination in cattle at an off-campus laboratory setting. Proper techniques of AI and semen handling, and criteria for selection of bulls.

**AnSc 3501 Farm Animal Environment**
3 credit(s);
Instructor: El Halawani PhD, Mohamed E

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

**AnSc 3511 Animal Growth and Development**
3 credit(s);
Instructor: Dayton, William R

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

**AnSc 3801 Livestock Merchandising**
3 credit(s);
Instructor: Rozeboom, Kyle James

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

**AnSc 4009W Undergraduate Senior Thesis: Science in Agriculture**
A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; Meets CLE req of Writing Intensive
Instructor: STAFF

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

**AnSc 4011 Dairy Cattle Genetics**
3 credit(s);
Instructor: Hansen, Leslie Bennett

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

Style: 35% Lecture, 40% Discussion, 25% Laboratory.

Grading: 20% mid exam, 20% final exam, 30% special projects, 30% problem solving.

Exam Format: Short answer, essay

**AnSc 4092 Special Problems in Animal Science**
1-4 credit(s), max credits 4, 1 completion allowed;
AnSc 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: Cox, Ryan Bradley
Description: Student may contact the instructor or department for information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AnSc 4403 Ruminant Nutrition
3 credit(s);
Instructor: Stern, Marshall D
Description: This course involves lectures and laboratory to focus on nutrient requirements of ruminants, physiology of digestion in ruminants, nutrient content of feedstuffs, primarily forages; energy utilization, protein and nonprotein nitrogen utilization; nutritional disorders; and formulation of adequate rations. Student objectives are to: 1) understand the processes of digestion and the utilization of nutrients by ruminants, 2) understand the systems used to describe nutrient requirements of ruminants, 3) be able to formulate adequate rations for maintenance and production, and 4) have a general knowledge of nutritional disorders and deficiencies. The target audience of this class is undergraduate/graduate students with an interest in nutrition of the ruminant species.
Style: 100% Lecture.
Grading: 10% quizzes, 10% class participation, 80% other evaluation. exams
Exam Format: fill-in-the-blanks, definitions, true/false, matching

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

AnSc 4604 Dairy Production Systems Management
4 credit(s);
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.

Style: 25% Lecture, 50% Discussion, 25% Laboratory.
Grading: 40% mid exam, 40% final exam, 20% class participation.
Exam Format: essay

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

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

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

Anthropology 395 HHHCtr

Anth 1001 Human Evolution
4 credit(s); Meets CLE req of Biological Sciences
Instructor: Holt, Kirsten Elise
Description: Student may contact the instructor or department for information.

Anth 1001 Human Evolution
4 credit(s); Meets CLE req of Biological Sciences
Instructor: McNulty, Kieran P
Description: Humans are unique in the animal world. In this class, we will take a journey through time to examine the evolution of humans, and how natural selection also shapes our own anatomy and behavior. Our goal is to reconstruct the evolutionary history of our lineage, and the anatomy and behavior of our ancestors. The first half of the course is based firmly in the present, and will give you a strong background in evolutionary theory: Natural Selection, basic genetics, principles of behavioral biology and the comparative anatomy of living organisms (primarily monkeys and apes). In the second half of the course we will reconstruct the ecology, diet, anatomy, locomotion, and even the social behavior of the hominids (human ancestors) using the evolutionary principles learned in the first half of the course. Among the "big questions in human evolution" that we will address are: What were the earliest hominids, the australopithecines, like? How did climate change affect macro- and micro-evolutionary patterns? How does tool use and culture feed back upon our bodies? How far back in time does modern human behavior date, and what is the evidence for it? When and where did our species, Homo sapiens, in its modern form, originate? While learning the most up-to-date synthesis of paleoanthropology's answers to these questions, students in this course will also learn first-hand how to apply the analytical methods used by paleoanthropologists.
Style: 50% Lecture, 50% Laboratory.
Grading: 35% mid exam, 20% final exam, 30% laboratory evaluation, 15% other evaluation. in-class active-learning assignments
Exam Format: multiple choice

Anth 1003V Understanding Cultures: Honors
A-F only, 4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of
Writing Intensive
Instructor: McLean, Stuart J
Description: Student may contact the instructor or department for information.

Anth 1003W Understanding Cultures
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Introduction to social and cultural anthropology for undergraduate majors and non-majors. Comparative study of societies and cultures around the world. Topics include adaptive strategies; economic processes; kinship, marriage and gender, social stratification; politics and conflict; religion and ritual; personality and culture. We will survey a variety of human cultures and explore theories about the evolution, function and meaning of culture.
Style: 75% Lecture, 25% Discussion.
Exam Format: multiple choice; essay

Anth 1004 Freshman Seminar: Learning Anthropology through Science Fiction
A-F only, 3 credit(s);
Instructor: Tostevin, Gilbert B
Description: Student may contact the instructor or department for information.

Anth 1905 Freshman Seminar: Anthropology and Photography
A-F only, 3 credit(s);
Instructor: Wolbert, Barbara
Description: We will learn about the parallel histories of photography and anthropology. Our focus will be socio-cultural anthropologists? production of photographs and their use of photography from the 19th century to the present. By mapping out the changing role of photography in comparison to film and other visual media in the discipline of anthropology, we will examine photography as a social medium. We will unpack the relation of images and text by considering how photographs illustrate and words comment on (or speak back to) photographs. The course will treat photographs as documents and as artifacts, with special attention given to archives, exhibitions and museums contexts. Analysis of photographic work at the intersection of ethnography and art will allow us to evaluate critically the politics of contemporary image production and technology, and to reflect on our own photographic practices. We will take a rather experimental and hands-on approach by incorporating three student research projects as the focal point of our endeavors. One small-scale research project will bring out the historian in you: This project will focus on a photograph, which has played a role in the acquisition of anthropological knowledge and the construction of ethnographic authority. The second project on photography as social practice turns you into an interviewer: You will ask another person to speak to you about a photograph he or she treasures. Finally, you will become the photographer as you embark on a field study for your third research project. Throughout the course, you will work individually and collaboratively (with a partner and as part of a group). The seminar format enables off-campus fieldtrips during class time, and allows us to divide our class time in immediate project-related activities and in lecture or panel sessions focusing on related readings.

Anth 3001 Introduction to Archaeology
4 credit(s); Meets CLE req of Social Sciences
Instructor: Monnier, Gilliane F
Description:

Anth 3002 Sex, Evolution, and Behavior: Examining Human Evolutionary Biology
A-F only, 4 credit(s); Credit will not be granted if credit has been received for: EEB 3002;
Instructor: Wilson, Michael Lawrence
Description: Evolutionary theory provides unique insights into fundamental aspects of human behavior, including sex differences, courtship, marriage, reproduction, aggression and cooperation. In this course, lectures, reading and discussion of primary literature help students develop a critical understanding of the theory, methods, and findings of this rapidly growing field.

Anth 3003 Cultural Anthropology
3 credit(s); Credit will not be granted if credit has been received for: GLOS 3003;
Instructor: Ho, Karen
Description: This course closely examines different theoretical approaches to the study of different cultures. Major conceptual frameworks in modern cultural anthropology will be selected, such as social structural, Marxist, poststructural, and globalization. We will delve into such key themes as the relationships between power, history, and representation; culture and identity; self and society; west and "non-west"; diversity and difference. In addition, we will focus on such social and conceptual problems such as the production and reproduction of social hierarchies and inequalities. Ethnographic monographs and essays will form the basis of the readings. Works such as Taussig's "The Devil and Commodity
Fetishism" and Kondo's "Crafting Selves" will be read both for ethnographic and theoretical goals and contents. The course is meant for premajors, majors and other interested students. It will be taught using lecture format and small group activities.

Style: 60% Lecture, 40% Discussion.
Grading: 35% mid exam, 30% final exam, 20% written homework, 15% class participation.
Exam Format: take-home essays and short answer questions.

Anth 3005W Language, Culture, and Power
4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Valentine, David
Description: The "English Only" movement in the U.S. has been attempting for years to have English recognized as the nation's official language.... On a daily basis, people with non-standard accents are asked where they come from.... In New Guinea, languages which have thrived for centuries are dying out... People claim that they can "tell" if someone is gay or straight by the way they speak.

While language is a universal feature of human culture, and a vital resource for humans' ability to describe and relate to the world around them, language is also deeply political in nature. Language, Culture, and Power aims to consider language as a social and political practice from an anthropological perspective which pays close attention to language in its contexts of use. The complex relationship between language, culture, and power raises important questions: how does language shape our view of the world? What relations of power are produced in language use and beliefs about language? How is language used creatively to produce social worlds? What are the politics of using one variety of language over another?

This course seeks to explore these and other questions from a variety of perspectives, including language and world view, the use of metaphors in everyday speech, language socialization, language shift, and language and identity. Students will be required to tape-record and transcribe a conversation to be used as the basis for sociolinguistic analysis through the semester. Above all, we will be concerned with the relationships of power that are deeply enmeshed in everyday language use, and consequently, the major themes of this class revolve around the politics of language and language ideologies.

Style: 60% Lecture, 10% Film/Video, 10% Discussion, 20% Laboratory.
Grading: 85% reports/papers, 10% class participation, 5% other evaluation. The "other evaluation" refers to your production of a transcription from a taped conversation.
Exam Format: There are no in-class exams for this course.

Anth 3009 Rise of Civilization
3 credit(s); Meets CLE req of Historical Perspectives
Instructor: Wells, Peter S
Description: Examines the development of complex societies, from early hunter-gatherer groups through settled agricultural villages, to the rise of towns and cities. Comparison of processes of change in ten regions of the world. Intended for all undergraduates.

Style: 95% Lecture, 5% Discussion.
Grading: 45% mid exam, 35% final exam, 20% reports/papers.
Exam Format: multiple choice, essay.

Anth 3028 Introduction to Historical Archaeology
A-F only, 3 credit(s);
Instructor: Hayes, Katherine F H
Description: In this course we will explore the theories and methods of historical archaeology. In particular we will consider what it is that distinguished historical archaeology from the broader discipline, and how those differences are parlayed into specific research strengths. This includes several themes: colonialism; the modern world and globalizing economies; social identities (race and ethnicity, class, sex and gender, religion, age); social memory and commemoration; landscapes and social space; citizenship and subjectivity. Although historical archaeology until recently has been restrictively defined as addressing the European-colonized New World, the discipline in the past ten years has significantly broadened its scope and impact on the practice of archaeology as a whole. Throughout the course we will discuss these developments, and what directions archaeology may take in the future as a result. Course work includes both reading/discussion and learning methods through practical exercises.

Style: 50% Lecture, 30% Discussion, 20% Laboratory.
Grading: 20% mid exam, 20% final exam, 20% special projects, 20% class participation, 20% laboratory evaluation.

Anth 3034 Roots Music in American Culture and Society
3 credit(s);
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.

Anth 3035 Anthropologies of Death
In this course we explore death from anthropological, historical, and cultural studies perspectives. We consider and discuss death rites, mourning practices, treatments of dead bodies, understandings of afterlife, and relationships with the dead within different social and political contexts. We pay particular attention to how these practices are informed and transformed by historical conditions and conflicts. We also discuss the medicalization of death in the modern world, addressing some of the recent shifts and controversies related to biological definitions of death and cultural interpretations of what constitutes "good" or "natural" death. We explore the responses to contemporary bioethics of death on the part of various cultural communities. Finally we consider overtly politicized deaths, including the deaths of public figures and deaths due to political violence. We investigate the ways that the dead are recruited for contemporary national or community agendas, becoming voices for concerns about violence, alienation and injustice. The objective of the course is to reflect on the social and political meanings of death and to understand how ideas and practices related to death are shaped by historical experience. Texts and Readings include Passed on: African American Mourning Stories by Karla FC Holloway, Mourning and Melancholia by Sigmund Freud, A Contribution to the Study of the Collective Representation of Death by Robert Hertz, excerpts from The Last Word: Women, Death and Divination in Inner Mani by Nadia Seremetakis, excerpts from Death Without Weeping by Nancy Scheper-Hughes, excerpts from Western Attitudes Toward Death by Philippe Aries, excerpts from ...And A Time to Die: How American Hospitals Shape the End of Life, excerpts from Mourning Diana: Nation, Culture and the Peformance of Grief ed. by Adrian Lear and Deborah Lynn Steinberg, excerpts from The Political Lives of Dead Bodies by Katherine Verdery, and more. Readings are accompanied by documentary films. The class is largely constructed around large and small group discussion, with brief lectures.

Style: 20% Lecture, 10% Film/Video, 50% Discussion, 20% Small Group Activities.

Grading: 30% final exam, 30% reports/papers, 10% in-class presentation, 30% class participation.

Exam Format: Take-home short essay exam
Anth 3913 Senior Project Planning
1 credit(s);
Instructor: Tappen, Martha
Description: Student may contact the instructor or department for information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Anth 4001 Advanced Method and Theory in Archaeology  
3 credit(s), max credits 9, 3 completions allowed;  
Instructor: Monnier, Gilliane F  
Description: Student may contact the instructor or department for information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Anth 4035 Ethnographic Research Methods
3 credit(s);
Instructor: McKay, Ramah
Description: Student may contact the instructor or department for information.

Anth 4121 Business Anthropology
3 credit(s); Credit will not be granted if credit has been received for: ANTH 5121;
Instructor: Beeman, William O
Description: Student may contact the instructor or department for information.

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

Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.
Anth 4991 Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Gudeman, Stephen Frederick
Description: Student may contact the instructor or department for information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Anth 5031W Ethnographies of Science
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Langford, Jean M
Description: In this course we will explore issues in science and technology studies, with an emphasis on ethnographic accounts of scientific practice and on examinations of the differences in scientific practice at a variety of U.S. and international sites. Questions addressed by the course include the following: What are some of the social and cultural influences in the development of scientific epistemologies and methods? How are scientific facts constructed and negotiated and disseminated? Who are the agents involved in scientific knowledge production? How is science translated for and interpreted by non-scientific communities? In what ways does science frame the relationships between humans and non-humans? What does it mean to study science ethnographically and what do we learn by doing so? How do scientific
projects articulate with discourses and hierarchies of race, nationality, and gender? How is science deployed, reinterpreted and resisted outside of Europe and North American centers of scientific authority? In what ways is science implicated in particular political agendas and struggles? What is place of imagination in scientific encounters with the world? The course is conducted as seminar with discussion of readings accompanied by films. Readings will include Biocapital: The Constitution of Postgenomic Life by Kaushik Sunder Rajan Wild Profusion: Biodiversity Conservation in an Indonesian Archipelago by Celia Lowe, The Nuclear Borderlands: The Manhattan Project in Post-Cold War New Mexico by Joseph Masco, When Nature Goes Public: The Making and Unmaking of Bioprospecting in Mexico, We Have Never Been Modern by Bruno Latour, and articles by Lorraine Daston, Donna Haraway, Michel Serres, Hugh Raffles, Gyan Prakash, Joseph Dumit, Ian Hacking, and others.

**Style:** 10% Film/Video, 75% Discussion, 15% Student Presentation.

**Grading:** 75% reports/papers, 25% class participation.

---

**Anth 5121 Business Anthropology**

2 credit(s); MBA student

*Credit will not be granted if credit has been received for: ANTH 4121;*

**Instructor:** Beeman, William O

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

---

**Anth 5128 Anthropology of Learning**

3 credit(s); Credit will not be granted if credit has been received for: OLPD 5128;

**Instructor:** Demerath, Peter

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

---

**Anth 5244 Interpreting Ancient Bone**

A-F only, 4 credit(s); 1001

*Credit will not be granted if credit has been received for: ANTH 8244;*

**Instructor:** Tappen, Martha

**Description:** This seminar designed to provide a venue for reviewing current and classic literature on interpreting the fossil and archaeological records using information from bones of humans and of other animals, and includes topics in paleoanthropology; zooarchaeology; reconstruction of past environments using vertebrate taxonomy and ecomorphology; and site formation processes. This is not a laboratory class, but rather one based on literature. ANTH 3402/5402 Zooarchaeology Laboratory is a complementary course (but not a required prerequisite for this class). Topics such as interpreting life history and ages of death of hominins and prey, hunting techniques/scavenging, species profiles, comparative site analysis, clues of ancient social structures, and preservation issues and bone quantification techniques will be covered. The bulk of the work in this class will be weekly readings and discussion. Each week all students will read assigned articles in common on the main topic of the week, and in addition one other article that they are solely responsible for bringing to the discussion. Students will present site reports and write a paper on a related topic of their choice.

**Style:** 20% Lecture, 60% Discussion, 20% Laboratory.

**Grading:** 25% reports/papers, 25% special projects, 50% class participation. Papers and site reports will be presented to the class.

---

**Anth 5325 The Art of the Aztec Empire**

3 credit(s); Credit will not be received for: ARTH 5325;

**Instructor:** Afanador-Pujol, Angelica J

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

---

**Anth 5403 Quantitative Methods in Biological Anthropology**

A-F only, 4 credit(s);

**Instructor:** McNulty, Kieran P

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

---

**Anth 5444 Archaeological Ceramics**

A-F only, 4 credit(s);

**Instructor:** Hayes, Katherine F H

**Description:** Nearly every archaeologist encounters pottery fragments in site excavations and/or collections analysis at some point in her/his career. This is because of the durability the material and near-ubiquity of ceramic utilization. The goal of this course is to give you the essential working vocabulary and knowledge of ceramics as material, technology, and cultural/social trace. In this course we will read and discuss ceramic technology and use, learn the methods of assessing the various aspects of pottery production (raw material mixtures, building, decorating, and firing) through hands-on work with department collections, and critically review the research design and interpretations of other archaeologists? ceramic analyses. Grade is based on lab exercises, one exam, and a directed research project.

---

**Anth 5446 Archaeology of Representation as Communication**

A-F only, 3 credit(s);
Anth 5948 Applied Heritage Management
A-F only, 3 credit(s);
Instructor: Anfinson, Scott F
Description: Student may contact the instructor or department for information.

Anth 5980 Topics in Anthropology: Language and Gender
1-6 credit(s), max credits 12;
Instructor: Sheldon, PhD, Amy
Description: Language and Gender Taught with Anth 5980. Prereq: Introduction to Linguistics, Introduction to Linguistic Anthropology, or equivalent. Description: Description: Language and Gender Taught with Anth 5980. Prereq: Introduction to Linguistics, or Introduction to Linguistic Anthropology, or the equivalent, or inst consent, 3 credits, Instructor: Sheldon, Amy
Description: This course will critically examine whether and how language and communicative practices construct and represent normative and non-normative sexualities and genders. Possible topics: gender socialization through language; genderlects; gender as binarity or multiplicity; gender as linguistic stylization; language issues in LGBT communities; sexist and nonsexist language; language reform; conversational and rhetorical practices that create dominance, subordination, silencing and resistance. Language contexts include, but are not limited to: everyday conversational interactions that create personal relationships, personal narratives, talk in public spaces (e.g., radio/TV/print media, classrooms, workplaces, online language), etc. Students will observe their own and others’ everyday speech and will work with found or recorded examples. Term projects can be started early and developed with guidance across the semester. The focus is on English but comparisons across languages are welcome. Moodle enhanced. Electronic reserves and text. If you have questions, please contact Professor Amy Sheldon, asheldon@umn.edu Moodle enhanced. Electronic reserves and text. If you have questions, please contact Professor Amy Sheldon, asheldon@umn.edu
Style: 20% Lecture, 25% Discussion, 30% Small Group Activities, 20% Student Presentation, 5% Demonstration.
Grading: 50% reports/papers, 20% written homework, 10% attendance, 10% in-class presentation, 10% class participation. No exams.
Exam Format: n.a.

Anth 5980 Topics in Anthropology: Art & Politics: Post-War German Exhibits & Debates
1-6 credit(s), max credits 12;
Instructor: Wolbert, Barbara
Description: Description: Exploring identity politics in Germany, we will focus on art events and cultural institutions - such as exhibitions and museums - in the context of globalization and the formation of new geopolitical formations. We will deal with the representation of racial, national, cultural and religious diversity and its representation in the public sphere. In particular, we will concentrate on a variety of forms of expressive culture on the politics of exclusion and inclusion in German art worlds. Through exhibits of art referred to as 'international art', 'world art', 'global art', 'ethnic art', 'Non-Western art', we will analyze the notion of otherness at a particular point in time and critically examine contemporary German and European cultural politics. We will describe the appropriation of concepts such as integration, multiculturalism and cultural commons into political discourses in Germany and we will take a critical view of visual culture and political power in a globalizing world. Aiming at a better understanding of post-wall Germany, this course addresses this issue from a diachronic perspective: Our discussions will follow a sequence of art exhibition cases from Imperial Germany, the Weimar Republic, Nazi Germany, the Cold War Germanys and Unified Germany. While the selection of catalogs and slides from exhibition sites focuses on the German case, the theoretical readings allow for a more general and conceptual discussion. This course aims at broadening your general understanding of the place and role of art in society and raising your awareness of diversity issues and questions of representation. Working not only with texts, but dealing also with images and studying displays on site, this is also a course in visual cultural studies. You will be encouraged to formulate descriptions carefully, develop your own interpretations, and critically make use of images and readings. This course may serve the interests and needs of students who are seeking to expand their knowledge of German culture and politics during the past century. You may take this course furthermore as an introduction to contemporary German and European cultural politics.
Style: 30% Lecture, 5% Film/Video, 20% Discussion, 10% Small Group Activities, 25% Student Presentation, 10% Field Trips.
Grading: 5% mid exam, 15% final exam, 30% reports/papers, 10% written homework, 20% in-class presentation, 20% class participation.
Exam Format: Midterm exam: Questionnaire, Final Exam: Essay Format

Anth 5990 Topics in Archaeology: Historical Archaeology
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Hayes, Katherine F H
Description: Graduate-level coursework in Historical Archaeology (see description for 3028 for course content); will require students to complete an independent research project on a topic approved by instructor. This research may be site-based, or focused on a specific type of material culture, and must be problem-oriented. Final products of the research will be a 15-20 page written paper, and an in-class presentation.

Anth 8203 Research Methods in Social and Cultural Anthropology
3 credit(s);
Instructor: McKay, Ramah
Description: Student may contact the instructor or department for information.

Anth 8213 Ecological Anthropology
3 credit(s); Credit will not be granted if credit has been received for: ANTH 3041;
Instructor: Wilson, Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 8244 Interpreting Ancient Bone
A-F only, 4 credit(s); instr consent Credit will not be granted if credit has been received for: ANTH 5244;
Instructor: Tappen, Martha
Description: This seminar designed to provide a venue for reviewing current and classic literature on interpreting the fossil and archaeological records using information from bones of humans and of other animals, and includes topics in paleoanthropology; zooarchaeology; reconstruction of past environments using vertebrate taxonomy and ecomorphology; and site formation processes. This is not a laboratory class, but rather one based on literature. ANTH 3402/5402 Zooarchaeology Laboratory is a complementary course (but not a required prerequisite for this class). Topics such as interpreting life history and ages of death of hominins and prey, hunting techniques/scavenging, species profiles, comparative site analysis, clues of ancient social structures, and preservation issues and bone quantification techniques will be covered. The bulk of the work in this class will be weekly readings and discussion. Each week all students will read assigned articles in common on the main topic of the week, and in addition one other article that they are solely responsible for bringing to the discussion. Students will present site reports and write a paper on a related topic of their choice.
Style: 20% Lecture, 60% Discussion, 20% Laboratory.
Grading: 25% reports/papers, 25% special projects, 50% class participation. Papers and site reports will be presented to the class.

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

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

Anth 8510 Topics in Archaeology: Reconstruction Hominim Behavior
3-9 credit(s), max credits 9, 3 completions allowed;
Instructor: Tappen, Martha
Description: Student may contact the instructor or department for information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Wells, Peter S
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Gudeman, Stephen Frederick
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Tappen, Martha
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Lipset, David M
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Langford, Jean M
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Taussig, Karen-Sue
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Tostevin,Gilbert B
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Wilson,Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Monnier,Gilliane F
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Ho,Karen
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Valentine,David
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: McLean,Stuart J
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Song,Hoon
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Feinberg,Joshua M.
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Beeman,William O
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: McNulty,Kieran P
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: Hayes,Katherine F H
Description: Student may contact the instructor or department for information.

Anth 8992 Directed Reading
1-18 credit(s), max credits 54, 3 completions allowed;
Instructor: McKay,Ramah
Description: Student may contact the instructor or department for information.
Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Wells, Peter S
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Gudeman, Stephen Frederick
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Tappen, Martha
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Lipset, David M
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Langford, Jean M
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Taussig, Karen Sue
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Tostevin, Gilbert B
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Wilson, Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Monnier, Gilliane F
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Ho, Karen
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Valentine, David
Description: Student may contact the instructor or department for information.
Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: McLean, Stuart J
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Song, Hoon
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Beeman, William O
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: McNulty, Kieran P
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: Hayes, Katherine F H
Description: Student may contact the instructor or department for information.

Anth 8993 Directed Study
1-18 credit(s), max credits 18, 3 completions allowed;
Instructor: McKay, Ramah
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Wells, Peter S
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Gudeman, Stephen Frederick
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Tappen, Martha
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Lipset, David M
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Langford, Jean M
Description: Student may contact the instructor or department for information.
Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Taussig, Karen-Sue
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Tostevin, Gilbert B
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Wilson, Michael Lawrence
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Monnier, Gilliane F
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Ho, Karen
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Valentine, David
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: McLean, Stuart J
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Song, Hoon
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Beeman, William O
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: McNulty, Kieran P
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: Hayes, Katherine F H
Description: Student may contact the instructor or department for information.

Anth 8994 Directed Research
1-18 credit(s), max credits 18, 1 completion allowed;
Instructor: McKay, Ramah
Description: Student may contact the instructor or department for information.
ADes 2196 Work Experience in Apparel Design
S-N only, 1-4 credit(s), max credits 8;
Instructor: LaBat, Karen Louise
Description: Student may contact the instructor or department for information.

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

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

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

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

ADes 2223 Apparel Design Studio III
A-F only, 3 credit(s);
Instructor: STAFF
Description: This course is designed for clothing design majors as part of the clothing design studio sequence. The study of tailored and non-tailored clothing structures is covered. Experimentation with a variety of materials and structures using innovative methods is explored and implemented with a series of garments.
Style: 15% Lecture. studio work
Grading: 80% special projects, 10% in-class presentation, 10% laboratory evaluation.

ADes 2224 Apparel Design Studio IV
A-F only, 3 credit(s);
Instructor: Dunne, Lucy Elizabeth
Description: This class uses an engineering-type design process to analyze and meet the functional needs of specific user groups. We design clothing that protects users from impact, from thermal and weather conditions, and to facilitate and/or expand body function and movement. A theoretical understanding of human anatomy and anthropometrics is applied in facilitating design for a variety of body types, work environments, and activities. Class projects are often conducted with an industry partner, and project work introduces advanced patterning techniques for function and mobility. Text is "Clothing: The Portable Environment", by Watkins. Prerequisite is Clothing Design Studio III.
Style: 40% Lecture, 60% Studio.
Grading: 70% special projects, 5% class participation, 25% other evaluation.

ADes 2225 Apparel Design Research
A-Des 3228 Portfolio Development
A-F only, 2 credit(s);
Instructor: Goncu Berk, Gozde
Description: Student may contact the instructor or department for information.

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

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

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

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

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

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

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

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

A-Des 4193 Directed Study in Apparel Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Dunne, Lucy Elizabeth
ADes 4196 Internship in Apparel Design
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted and approved in advance by adviser and internship supervisor, written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: GDES 4196;
Instructor: STAFF
Description:

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

Apparel Studies 240 McNeal Hall

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

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

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

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

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

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

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

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

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

ApSt 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: DeLong, Marilyn R
Description: Student may contact the instructor or department for information.

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

ApSt 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Kim, Hye-Young
Description: Student may contact the instructor or department for information.

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

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

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

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

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

ApSt 8268 Behavioral Aspects of Dress
A-F only, 3 credit(s);
Instructor: Im, Hyunjoo
Description: Student may contact the instructor or department for information.

Applied Business 20 Ruttan Hall

ABus 3051 Career Skills in the Professional Environment
2 credit(s);
Instructor: Bonderson, Lori
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, but will also participate as part of a small group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. Career planning and job search processes appropriate to business/professional careers. Exploring career options: career centers, company research and networking. Resume and cover letter writing. Job interview preparation. Organizational culture, transition from college to work, and job satisfaction.
Style: Online
Grading: See attached syllabus
Exam Format: no exams

ABus 3301 Introduction to Quality Management
A-F only, 3 credit(s);
Instructor: Martens, Scott L
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. Principles and concepts of managing quality in the context of business applications. Emphasizes improvement of business processes with six sigma process improvement methodology. Includes strategy for implementing and leading process improvement, Baldrige Award, ISO 9000, process control, performance measurement systems and Six Sigma.
Style: 100% Web Based.
Grading: 10% class participation. See attached syllabus

ABus 4022 Management in Organizations
A-F only, 3 credit(s);
Instructor: Haarklau, Evon A
Description: This fully online section is offered though Online and Distance learning, College of the Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course brings together key elements from the practical (on the job), the theoretical (in the classroom), and the personal (self-assessment) to facilitate a better understanding of management as a profession. By the conclusion of this course, you will have learned to: --compare and contrast theoretical and practical thinking on professional management, and apply this knowledge to current practice; --describe and apply the characteristics of a strong manager in a high-performance organization; --explain and illustrate how planning, organizing, leading, and controlling are accomplished in a specific industry or organization; and --assess your own aptitude, interest, and knowledge for entering the management profession.
Style: 100% Web Based.
Grading: See attached syllabus

ABus 4023W Communicating for Results
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Lowry, Ann E.
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Aspects of communication essential for being persuasive and influential. Organizing and presenting ideas effectively, strategies for audience analysis, choosing communication methods, making appropriate use of informal influence methods, and handling dissent. Processes
for intercultural communication.

**Style:** 100% Web Based.

**Grading:** See attached syllabus

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

**Style:** 100% Web Based.

**Grading:** See attached syllabus

**ABus 4101 Accounting and Finance for Managers**
- **A-F only, 3 credit(s);**
- **Instructor:** Vickman, Thomas M
- **Description:** This fully online course is offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. You will look at your career from a new perspective, and increase your contribution to the bottom line, whatever your role. Accounting is the language of business, and finance is not very far behind. Learn to talk the talk and make effective financial contributions. You will learn a variety of basic scenarios using accounting and finance models and the knowledge and tools for applying them to a particular business sector: retail, manufacturing, government, hospitality, non-profit, medical, construction.

**Style:** 100% Web Based.

**Grading:** See attached syllabus

**ABus 4104 Management and Human Resource Practices**
- **A-F only, 3 credit(s);**
- **Instructor:** Benraouane, Sid A.
- **Description:** This is a fully online course offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Introduces students to a broad overview of human resource practices in organizations as well as basic responsibilities of front line managers. Emphasis is on providing day-to-day leadership including organizing work, motivating employees, delegating, coordinating and achieving results. Human resource practices carried out at the front line include selection induction and training of new employees, employee appraisal, handling grievances and discipline.

**Style:** Online

**Grading:** See attached syllabus

**ABus 4151 Innovation for Leaders and Organizations**
- **A-F only, 3 credit(s);**
- **Instructor:** Flanders, Gordon R
- **Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Innovation as a cornerstone of a knowledge economy. History and value of the innovation process, and importance to individuals and organizations. Strategies to foster personal and collaborative innovation. Responsibilities in personal innovation skill-building and leading innovation in organizations.

**Style:** Online

**Grading:** See attached syllabus

**ABus 4509 New Product Development**
- **A-F only, 3 credit(s);**
- **Instructor:** McClernon, Susan Elizab
- **Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course will explore how new consumer, industrial, and service products are planned and developed. It will examine idea generation, concept and buyer testing, pricing, sales and profit strategies, product positioning techniques, promotion, packaging and distribution considerations from a new product development perspective, using marketing case histories and student project work.

**Style:** Online

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

ABus 4571 Introduction to Grant Writing for Health Care and Nonprofit Organizations
A-F only, 3 credit(s);
Instructor: Bahar, Keri L
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course will provide you with the tools needed to research and write grants in today's funding and political climate. Today, decreasing government funding at the local, regional, state, and federal levels, along with decreasing traditional educational and other social service funding has resulted in an increased need for nonprofit groups to find new or additional financial support. At the same time, government and nonprofit foundations are significantly increasing support for targeted health care research funding. Students will learn the basics of grant writing, including how to identify potential funding sources, and respond to a Request for Proposal by creating a needs assessment, goal statement, budget, and grant funding plans.
Style: Online
Grading: See attached syllabus

ABus 4701 Introduction to Marketing
A-F only, 3 credit(s);
Instructor: Swanson, Katie
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Offers an integrated view of the marketing process and the role it plays in society, as well as the role marketing plays within an organization in relation to other functional areas. Students will learn marketing terminology and concepts, be introduced to basic practices, conceptual tools for creating a marketing plan, and skills involved in marketing management.
Style: Online
Grading: See attached syllabus

Applied Economics 231 Ruttan Hall

ApEc 1101 Principles of Microeconomics
4 credit(s); Credit will not be granted if credit has been received for: ECON 1101; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Liu, Donald J.
Description: Economics is the study of choices made under conditions of scarcity and is divided into two major subject matter areas: micro and macro economics. This course, Principles of Microeconomics, is concerned mainly with the economic decisions of individual consumers and producers and how they interact under various market and regulatory environments. The major emphasis in the course will be on economic concepts and their applications to current economic issues and day-to-day business operations.
Style: 60% Lecture, 40% Discussion.
Grading: 25% mid exam, 25% final exam, 15% quizzes, 25% other evaluation. Second midterm; 10% Homework assignments
Exam Format: Multiple choice, short answer problem solving, graphical analysis

ApEc 1102 Principles of Macroeconomics
3 credit(s); 1101 or Econ 1101 no credit will be granted if credit has been received for: Econ 1102 or Econ 1105. Credit will not be granted if credit has been received for: ECON 1102;
Instructor: Parliament, Claudia A
Description: Economics, the study of choices made under conditions of scarcity, is divided into two major areas: micro and macro economics. This course, Principles of Macroeconomics, is concerned with the behavior of entire economies. The course will focus on the aggregate concepts of economic growth, gross domestic product, unemployment, and inflation. The course will also cover the role of the Federal Reserve Bank and the banking system in creating the money supply and influencing interest rates. Budget deficits and the national debt will be discussed. The strengths and
weaknesses of using fiscal and/or monetary policy to influence economic growth and stability will be examined. Time permitting, exchange rates and trade deficits will be covered. The course will emphasize the application of macroeconomic concepts to current economic issues.

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

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

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

### ApEc 1102H Honors: Principles of Macroeconomics
- **A-F only, 4 credit(s);[1101 or 1101H or ECON 1101 or ECON 1101H, honors]** Credit will not be granted if credit has been received for: APEC 1102;
- **Instructor:** Ritter, Joe
- **Description:**

### ApEc 3001 Applied Microeconomics: Consumers, Producers, and Markets
- **4 credit(s);[[1101 or ECON 1101 or 1101H or ECON 1101H], [MATH 1142 or MATH 1271]] or instr consent ; intended for undergrads in [AgFood Bus Mgmt, Appl Econ]Credit will not be granted if credit has been received for: ECON 3101;
- **Instructor:** Johnson, Nancy Leigh
- **Description:** Student may contact the instructor or department for information.

### ApEc 3002 Applied Microeconomics: Managerial Economics
- **4 credit(s);**
- **Instructor:** King, Robert P
- **Description:** This course focuses on the application of microeconomic theory to managerial problems. Lectures, readings, problem sets, lab sessions, case studies, and discussions integrate theory and applications. Topics include: an introduction to regression analysis, demand analysis and demand function estimation, cost function estimation, resource allocation decisions, linear programming, market structure, pricing policy, risk analysis, and capital budgeting. This course is the second in a sequence that begins with ApEc 3001, "Consumers, Producers, and Markets". The primary audience for this course is undergraduate students majoring in Agricultural Business Management, Agricultural Industries and Marketing and Applied Economics.
- **Style:** 40% Lecture, 10% Discussion, 50% Laboratory.
- **Grading:** 30% mid exam, 20% final exam, 10% quizzes, 25% laboratory evaluation, 15% problem solving. There are two midterm exams. Each counts for 15% of the final grade.
- **Exam Format:** Problems, short answer, short essay

### ApEc 3006 Applied Macroeconomics: Government and the Economy
- **3 credit(s);[[1102 or Econ 1102], [3001 or Econ 3101]] or instr consent Credit will not be granted if credit has been received for: ECON 3102;
- **Instructor:** Smith, Rodney B
- **Description:** This course is concerned mainly with aggregate economic activity and economic growth. Major emphasis is on factors determining national income, employment, interest rates, and the price level. These factors include aggregate consumption, business investment, imports and exports, government spending and taxation, the money market, and the labor market. The impact of savings and technical progress on economic growth is examined using a simple model of economic growth.
- **Style:** 80% Lecture, 20% Laboratory. In class discussion.
- **Grading:** 60% mid exam, 40% final exam.
- **Exam Format:** combination of true/false explain, multiple choice, and short essay

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

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

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

ApEc 3821 Retail Center Management
3 credit(s);
Instructor: Nefstead, Ward Elliot
Description: Management of garden centers, grocery stores and other retail units selling perishable agricultural products. This course will involve accounting and management aspects of related retail business. Part of the class with focus on ecommerce applications. Group exercises and management cases/simulations will be used as well as assigned projects off campus.
Style: 70% Lecture, 15% Discussion, 15% Laboratory.
Grading: 20% mid exam, 35% final exam, 20% special projects, 10% laboratory evaluation, 15% problem solving.
Exam Format: Multiple choice, essay, short answer

ApEc 3991 Independent Study in Applied Economics
1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: STAFF
Description: Independent study and supervised reading and research on subjects and problems not covered in regularly offered courses. Coursework varies by instructor. No exams usually given.

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

3 credit(s);
Instructor: Gartner, Bill
Description: Growth in tourism has led, in the last thirty-five years, to development consequences that are not always planned for, or welcome. This course begins by discussing a very popular concept, sustainable tourism development, and proposes a measurement model that takes it from the conceptual to application stage. The historical evolution of what is being called the tourism industry is examined, and the economic, environmental and socio-cultural impacts, both positive and negative, of tourism development are discussed in detail. 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 international work including a case study assignment dealing with a National Park development plan in Zambia.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 30% mid exam, 30% final exam, 30% reports/papers, 10% class participation.

**Exam Format:** Essay

### ApEc 4481 Futures and Options Markets

*3 credit(s); [Econ 3101, AnSc 2211 or OMS 1550 or Stat 3011] 60 cr* or instr consent

Credit will not be granted if credit has been received for: APEC 5481;

**Instructor:** Bozic, Marin

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

### ApEc 4501 Financial Modeling

*3 credit(s)*

**Instructor:** Pederson, Glenn Darwin

**Description:** The course is designed to give students experience in designing and implementing solutions to financial and management problems using the advanced features of the Microsoft Excel spreadsheet software and its VBA programming language. The course will emphasize the development of computer-based tools, rather than the use of existing tools or templates. In this way students will gain valuable practical experience in how to interpret and implement concepts and theories found in the fields of economics, finance and management. This is a full-semester, 3-credit course that incorporates a combination of short introductory lectures, cases, and computer labs. The course will meet twice per week in the computer lab.

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

**Grading:** 10% in-class presentation, 90% laboratory evaluation.

### ApEc 4821W Business Economics and Strategy

*3 credit(s); Meets CLE req of Writing Intensive*

**Instructor:** Boland, Michael Aloysius

**Description:** The textbook is International Agribusiness Strategy: A Book in Honor of Professor Ray Goldberg authored by myself and Ernesto Gallo which you will receive for no charge. Course Objectives and Student Learning Outcomes: This course integrates economic, management, and accounting principles. Emphasis is placed on the knowledge, critical thinking, communication, and life skills learning outcomes. This course makes great use of active student learning techniques. Specific Learner Outcomes: At the end of the semester, students will be able to: A. Complete an industry analysis using Porter’s Five Forces Model; B. Complete a firm analysis; C. Use economic concepts to explain strategic relationships among accounting concepts; D. Use the case study approach to explain strategic management concepts; and E. Help teach you skills in time management and group activities. All of these concepts are applied to firms and industries in the food economy. We will look at case studies on Blue Diamond Almond Growers, Sunkist, Mountain States Lamb, Coors, Cargill, CHS, Kroger, Dole Foods, and their firms.

**Style:** 10% Lecture, 50% Discussion, 35% Small Group Activities, 5% Student Presentation.

**Grading:** Final presentation is 20%, exams are 40%, in class group work is 20%, and quizzes / homework are 20%. These are approximations as of 3-November 2010

**Exam Format:** you will be given all the questions in advance orally. It is a take home exam done in class on a case study. The questions are generally the same for each exam.

### ApEc 5032 Economic Data Analysis for Managerial and Policy Decisions

*3 credit(s)*

**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. Focus is on SAS programming. The intended audience is graduate students who have taken a masters level course in econometrics. Prerequisites: ApEc 5031 or instructor consent.

**Style:** 50% Lecture, 40% Laboratory, 5% Student Presentation, 5% Guest Speakers.

### ApEc 5152 Applied Macroeconomics: Income and Employment

*3 credit(s)*

**Instructor:** Roe, Terry Lee

**Description:** The course begins with a review of the fundamentals of micro economics of the consumer and firm. These fundamentals are used to develop, explain and apply a static general equilibrium trade model of an economy. Selected economy wide policies are discussed such as the basics of financial crises. The next section introduces the Solow model and growth accounting. The last section draws upon the static and the Solow model and growth accounting to develop a
multi-sector growth model. This framework is used to explain savings, sources of growth, change in economy structure, and long-run equilibrium concepts.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 45% mid exam, 45% final exam, 10% problem solving.

**Exam Format:** Essay

### ApEc 5321 Regional Economic Analysis
- **3 credit(s);**
- **Instructor:** Mykerezi Elton
- **Description:**
  - **Style:** 70% Lecture, 25% Discussion, 5% Student Presentation.
  - **Grading:** 25% mid exam, 35% final exam, 30% reports/papers, 10% in-class presentation.

### ApEc 5481 Futures and Options Markets
- **3 credit(s);**
- **Instructor:** Bozic Marin
- **Description:** Students may contact the instructor or department for information.

### ApEc 5651 Economics of Natural Resource and Environmental Policy
- **3 credit(s);**
- **Instructor:** Bielicki Jeffrey
- **Description:** Student may contact the instructor or department for information.

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

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

### ApEc 5811 Cooperative Organization
- **3 credit(s);**
- **Instructor:** Boland Michael Aloysius
- **Description:** In the first half of the semester we will look at specific cooperatives and their role in various industries across the world. I have written more than 80 case studies on food firms, many of which are cooperatives. The ones I anticipate using in the class include dried fruit (Sun-Maid Raisins), prunes (Sunsweet), dairy products (Land O'Lakes, Cass-Clay), coffee (Coopuxe in Brazil), citrus (Sunkist), dairy products (Colun in Chile), almonds (Blue Diamond), apple juice (Treetop), peaches (California Cling Peach Growers association), cranberries (Ocean Spray), rural utilities (rural electric cooperative), lamb (Mountain States Lamb Cooperative), sugar (American Crystal Sugar), ag inputs (CHS, Inc.), and grape (Welch’s). In many cases, we will have a representative from the cooperative visiting with us by speaker phone or other technology. I anticipate that we will also collaborate with a similar class at Montana State, North Dakota State, and University of Idaho on a series of case studies. Topical Content: Week 1: Introduction to Cooperatives and the Class Focus on principles and application of principles Week 2: Principles of Cooperatives Week 3: Equity management and cooperative finance Week 4: What led to first cooperative and Rochdale Pioneers and similar activities in USA Week 5: History of Group Action Efforts in the USA leading up to Capper-Volstead Act of 1922 Week 6: Exam over Principles and how they have been applied Move to a discussion about how different public policies have helped cops in these industries flourish Week 7: Cooperatives in the Tree Fruit and Tree Nut industries in the USA Week 8: Cooperatives in the agricultural Input Supply industries in the USA Week 9: Cooperatives in the utility and credit industries in the USA Move to an application of principles and policies abroad Week 10: Cooperatives overseas: Latin American and European and Oceania experiences Week 11: Cooperatives overseas: African and Asian experiences Integrative discussion Weeks 12-15: student reports
  - **Style:** 20% Lecture, 50% Discussion, 10% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.
  - **Grading:** I expect to have two exams, one report, and in-class discussion.
  - **Exam Format:** Writing exam (no multiple choice or true / false questions)

### ApEc 5891 Independent Study: Advanced Topics in Farm and Agribusiness Management
- **1-4 credit(s), max credits 4, 1 completion allowed;**
Instructor: STAFF
Description: Special topics or individual work.
Style: Varies/individuals approach
Grading: 100% other evaluation. Varies

**ApEc 5991 Special Topics and Independent Study in Applied Economics**
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Special classes, independent study, and supervised reading and research on subjects not covered in regularly offered courses. Coursework varies by instructor. No exams usually given.

**ApEc 8003 Applied Microeconomic Analysis of Game Theory and Information**
A-F only, 2 credit(s);
Instructor: Polasky, Stephen
Description: Student may contact the instructor or department for information.

**ApEc 8004 Applied Microeconomic Analysis of Social Choice and Welfare**
A-F only, 2 credit(s);
Instructor: Coggins, Jay Steven
Description: Student may contact the instructor or department for information.

**ApEc 8023 Applied Welfare Economics and Public Policy**
3 credit(s);
Instructor: Runge, Carlisle Ford
Description: Student may contact the instructor or department for information.

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

**ApEc 8212 Econometric Analysis II**
4 credit(s);
Instructor: McCullough, Gerard John
Description: Student may contact the instructor or department for information.

**ApEc 8602 Economics of the Environment**
3 credit(s);
Instructor: Coggins, Jay Steven
Description: Student may contact the instructor or department for information.

**ApEc 8902 Graduate Research Development Seminar**
S-N only, 1 credit(s);
Instructor: King, Robert P
Description: Student may contact the instructor or department for information.

**ApEc 8991 Advanced Topics in Applied Economics**
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Davis, Elizabeth E
Description: Student may contact the instructor or department for information.

**ApEc 8991 Advanced Topics in Applied Economics**
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Polasky, Stephen
Description: Student may contact the instructor or department for information.

**ApEc 8991 Advanced Topics in Applied Economics: PhD Qualifying Paper Seminar II**
1 credit(s), max credits 6, 1 completion allowed;
Instructor: Beatty, Timothy KM
Description: Student may contact the instructor or department for information.
APSc 8123 Research Ethics in the Plant and Environmental Sciences
S-N only, 0.5 credit(s); Grad student Credit will not be granted if credit has been received for: PLPA 8123;
Instructor: Blanchette, Robert A
Description: Student may contact the instructor or department for information.

APS 5201 Career and Job Search Preparation for Graduate Students
S-N only, 1 credit(s);
Instructor: Okstad, Brian Clay
Description: This class is ideal for graduate students, from any area of study, interested in non-academic careers. Preparation is the focus of this class; though it will be useful to any graduate student, it will be most valuable if taken before students’ last semester. Career and Job Search Preparation for Graduate Students will help you identify your top skills/strengths and learn how to market these qualities through cover letters, resumes, curriculum vitae (CV) and job interviews. Through this course you will also learn how to research employers to determine their fit for your unique skills and personality. You will also learn how to network effectively in your industry to identify job openings and to negotiate once you have received a job offer. Note: Course meets 11 times over 15 weeks.

APS 8001 Introduction to Research in the Biological Sciences
S-N only, 1 credit(s);
Instructor: Schottel, Janet L
Description: Student may contact the instructor or department for information.

APS 8002 Final Project Course for Plan B MBS Students
S-N only, 2 credit(s);
Instructor: Schottel, Janet L
Description: Student may contact the instructor or department for information.

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

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

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

**Arab 1102 Beginning Arabic II**

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

**Arab 3102 Intermediate Arabic**

5 credit(s); 3101 or instr consent  
Credit will not be granted if credit has been received for: ARAB 4122; 
**Instructor:** Ben Zahra, Saloua  
**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 text material. Writing is emphasized especially through writing compositions and homework assignments. Listening exercises and drills are utilized in class by listening to web-based recordings and in the language lab by practicing interactive Arabic drills. 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.  
**Style:** 25% Lecture, 10% Film/Video, 25% Discussion, 10% Laboratory, 20% Small Group Activities, 10% Student Presentation.  
**Grading:** 25% mid exam, 25% final exam, 15% reports/papers, 15% written homework, 10% in-class presentation, 10% class participation. Multiple choice, fill in the blanks and inference from reading short articles and listening to Arabic excerpts.

**Arab 3102 Intermediate Arabic**

5 credit(s); 3101 or instr consent  
Credit will not be granted if credit has been received for: ARAB 4122; 
**Instructor:** Mohammed, Sidow Abdishariff  
**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 text material. Writing is emphasized especially through writing compositions and homework assignments. Listening exercises and drills are utilized in class by listening to web-based recordings and in the language lab by practicing interactive Arabic drills. 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.  
**Style:** 25% Lecture, 10% Film/Video, 25% Discussion, 10% Laboratory, 20% Small Group Activities, 10% Student Presentation.  
**Grading:** 25% mid exam, 25% final exam, 15% reports/papers, 15% written homework, 10% in-class presentation, 10% class participation. Multiple choice, fill in the blanks and inference from reading short articles and listening to Arabic excerpts.

**Arab 3102 Intermediate Arabic**

5 credit(s); 3101 or instr consent  
Credit will not be granted if credit has been received for: ARAB 4122; 
**Instructor:** Elmeski, Mohammed  
**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 text material. Writing is emphasized especially through writing compositions and homework assignments. Listening exercises and drills are utilized in class by listening to web-based recordings and in the language lab by practicing interactive Arabic drills. 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.  
**Style:** 30% Lecture, 30% Discussion, 10% Laboratory, 20% Small Group Activities, 10% Student Presentation.
Grading: 25% mid exam, 25% final exam, 15% reports/papers, 15% written homework, 10% in-class presentation, 10% class participation. Multiple choice, fill in the blanks and inference from reading short articles and listening to Arabic excerpts.

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

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

Arab 4122 Intermediate Arabic II
3 credit(s); [4121 or equiv], grad student
Credit will not be granted if credit has been received for: ARAB 3102;
Instructor: Ben Zahra, Saloua
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 text material. Writing is emphasized especially through writing compositions and homework assignments. Listening exercises and drills are utilized in class by listening to web-based recordings and in the language lab by practicing interactive Arabic drills. 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.
Arab 4122 Intermediate Arabic II
3 credit(s); [4121 or equiv], grad student
Credit will not be granted if credit has been received for: ARAB 3102;
Instructor: Mohammed Sidow Abdishariff
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 text material. Writing is emphasized especially through writing compositions and homework assignments. Listening exercises and drills are utilized in class by listening to web-based recordings and in the language lab by practicing interactive Arabic drills. 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.

Arab 5102 Advanced Arabic II
3 credit(s), max credits 4, 1 completion allowed;
Instructor: Khalek Hisham A
Description: Arabic 5102 is a continuation of 5101 and the second in a two-course series. The course is designed to reinforce and capitalize on the beginning and intermediate levels to advance language proficiency in formal Arabic. In speaking, the course trains students to understand and use complex and compound sentences. In reading, the course trains students to apply to some extent dialectical marks when reading from scholarly textbooks and journals. Writing skills are enhanced through the writing of weekly journals, homework assignments, and translations. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. Students are also expected to deliver a weekly oral news journal. The target audience includes both undergraduate and graduate students.

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

Arch 2281 Design Fundamentals II
A-F only, 4 credit(s);
Instructor: Jarvi Adam Thomas
Description: Student may contact the instructor or department for information.
Arch 3250 Design Workshop: Creating a Culture of Innovation: Env & Learning
  A-F only, 2 credit(s), max credits 18, 9 completions allowed;
  Instructor: Patzke, Judith Ann
  Description: Student may contact the instructor or department for information.

Arch 3250 Design Workshop: Material Limits: Wood / Metal in Arch Design
  A-F only, 4 credit(s), max credits 18, 9 completions allowed;
  Instructor: Westbrook, Thomas Robert
  Description: Student may contact the instructor or department for information.

Arch 3250 Design Workshop: Masonry Design & Construction
  A-F only, 3 credit(s), max credits 18, 9 completions allowed;
  Instructor: Mensing, David Byron
  Description: Student may contact the instructor or department for information.

Arch 3250 Design Workshop: Space, Light, Material and Mies
  A-F only, 2 credit(s), max credits 18, 9 completions allowed;
  Instructor: Dwyer, John G
  Description: Student may contact the instructor or department for information.

Arch 3250 Design Workshop: Facade: Silhouette, Skin & Aperture
  A-F only, 2 credit(s), max credits 18, 9 completions allowed;
  Instructor: Cayere-King, Laura C
  Description: Student may contact the instructor or department for information.

Arch 3250 Design Workshop: Cinematic Constructions
  A-F only, 2 credit(s), max credits 18, 9 completions allowed;
  Instructor: Madson, Nat P
  Description: Student may contact the instructor or department for information.

Arch 3250 Design Workshop: Exploring Uncertainty: Design / Public Interest
  A-F only, 3 credit(s), max credits 18, 9 completions allowed;
  Instructor: Wheeler, James Anthony
  Description: Student may contact the instructor or department for information.

Arch 3250 Design Workshop: The Use(r) of Everyday Things Matters
  A-F only, 2 credit(s), max credits 18, 9 completions allowed;
  Instructor: Montague, Jeffrey
  Description: Student may contact the instructor or department for information.

Arch 3250 Design Workshop: luxury / utility / value
  A-F only, 3 credit(s), max credits 18, 9 completions allowed;
  Instructor: Lazor, Charles Lawrence
  Description: Student may contact the instructor or department for information.

Arch 3250 Design Workshop: Modular Variations: Computational Approaches
  A-F only, 4 credit(s), max credits 18, 9 completions allowed;
  Instructor: Marcus, Adam C.
  Description: Student may contact the instructor or department for information.

Arch 3250 Design Workshop: Wearable Architecture
  A-F only, 3 credit(s), max credits 18, 9 completions allowed;
  Instructor: Hsieh, Lisa
  Description: Student may contact the instructor or department for information.

Arch 3282 Undergraduate Architecture Studio II
  A-F only, 6 credit(s);
  Instructor: STAFF
  Description: Student may contact the instructor or department for information.
Arch 3351 AutoCAD I
3 credit(s); Arch major or BED major or instr consent Credit will not be granted if credit has been received for: ARCH 5351;
Instructor: Anderson, Kristine
Description: Basic concepts, tools, and techniques of computer-aided drawing with current AutoCAD Release. Strategies and techniques for producing dimensioned and annotated drawings suitable for plotting, and an introduction to 3-D drawing capabilities. Use of dimension variables, attributes, blocks, and symbols

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

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

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

Arch 4150 Topics in Architecture: Skyway/Subway Cities
A-F only, 3 credit(s), max credits 24, 6 completions allowed;
Instructor: Yooos, Jennifer A
Description: Student may contact the instructor or department for information.

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

Arch 4150 Topics in Architecture: History of American Architecture
A-F only, 3 credit(s), max credits 24, 6 completions allowed;
Instructor: Solomonson, Katherine Mary
Description: Student may contact the instructor or department for information.

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

Arch 4194H Thesis/Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Jara, Cynthia
Description: Student may contact the instructor or department for information.

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

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

Arch 4382 Computer-Aided Architectural Design
A-F only, 3 credit(s);
Instructor: Anderson, Lee Bruce
Description: Arch 4382/5382 explores several interesting potentials for 3D modeling. In this course we be look at the following: 1) Alternate types of modeling, primarily subdivision and NURBS modeling. 2) Scripting for computational design to create plugins for SketchUp. 3) Advanced photorealistic rendering and animation using Kerkythea 4) Rapid Prototyping and Fabrication using the 3D printer. 5) Virtual Reality using the Digital Design Consortium Virtual Reality Lab, with a reflective comparison between photorealistic, 3D printed and Virtual methods of representation. 6) Fundamentals of Building Information Modeling using Revit

Arch 4441 Minnesota: Architecture and Landscapes
A-F only, 3 credit(s); [3411, 3412] recommended
Credit will not be granted if credit has been received for: ARCH 5441;
Instructor: Satkowski, Leon
Description: Student may contact the instructor or department for information.

Arch 4461 North American Indian Architecture
A-F only, 3 credit(s); Arch 3412, Arch or AmIn major
Credit will not be granted if credit has been received for: ARCH 5461;
Instructor: Tollefson, Lee E
Description: Student may contact the instructor or department for information.

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

Arch 4561 Architecture and Ecology
A-F only, 3 credit(s);
Credit will not be granted if credit has been received for: ARCH 5501;
Instructor: Handeen, Daniel A
Description: Architecture has always been a type of problem solving, using form and space to respond to the wants and needs of its users. Architects practicing in the new millennium, however, will need to successfully address a set of issues that go far beyond simply meeting the requirements of their clients' programs. As educator, environmentalist, and author David Orr has written, ?The challenge of the twenty-first century requires that we make a transition to a new order of things
that can be sustained within the limits of natural systems? The three centuries worth of revolutionary technological developments that have occurred since the beginning of the Industrial Revolution have also produced a new range of environmental challenges for designers. Global climate change and its myriad implications, dependence upon petroleum and other non-renewable energy sources, and growing demands placed on finite resources by unprecedented population growth, among many other pressing concerns, may all be viewed as the collateral effects of the Modern lifestyle we have created. Environmental issues are complex. Finding solutions to these environmental issues will require vigorous debate of the myriad solutions; weighing the costs with the benefits and tradeoffs among alternative policies and practices; exploring the roles of science and technology; and learning to become involved, informed, and constructive citizens and designers. While the task of successfully responding to these issues may seem daunting, it also presents a unique opportunity to fundamentally reshape the art and science of architecture. What new skills and knowledge will architects need to meet the demands of these times? What are the most pressing environmental issues of our age and what roles can designers play in resolving them? How do we achieve a balance between the natural and built environments? These are among the questions that this course will seek to address as an introduction to the theories and practices of sustainable design.

**Style:** 55% Lecture, 25% Laboratory, 20% Guest Speakers.

**Grading:** 25% mid exam, 25% final exam, 25% special projects, 12% quizzes, 13% written homework. Unexcused absences will incur a 3.33% drop in final semester grade.

**Exam Format:** The midterm and final exams are a combination of T/F, multiple choice, and short answer questions.

---

**Arch 5110 Architecture as Catalyst**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
Instructor: Yoos, Jennifer A  
Description: Student may contact the instructor or department for information.

**Arch 5110 Architecture as Catalyst**

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

**Arch 5110 Architecture as Catalyst**

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

**Arch 5110 Architecture as Catalyst**

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

**Arch 5241 Principles of Design Programming**

A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Robinson, Julia Williams  
Description: Student may contact the instructor or department for information.

**Arch 5350 Topics in Architectural Representation: Skyway/Subway Cities**

A-F only, 3 credit(s), max credits 4, 1 completion allowed;  
Instructor: Yoos, Jennifer A  
Description: Student may contact the instructor or department for information.

**Arch 5361 3-D Computer Architectural Modeling and Design**

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

Arch 5382 Computer Aided Architectural Design
A-F only, 3 credit(s);
Instructor: Anderson, Lee Bruce
Description: Arch 4382/5382 explores several interesting potentials for 3D modeling. In this course we be look at the following: 1) Alternate types of modeling, primarily subdivision and NURBS modeling. 2) Scripting for computational design to create plugins for SketchUp. 3) Advanced photorealistic rendering and animation using Kerythea 4) Rapid Prototyping and Fabrication using the 3D printer. 5) Virtual Reality using the Digital Design Consortium Virtual Reality Lab, with a reflective comparison between photorealistic, 3D printed and Virtual methods of representation. 6) Fundamentals of Building Information Modeling using Revit

Arch 5410 Topics in Architectural History: History of American Architecture
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Solomonson, Katherine Mary
Description: NEW COURSE ? FALL SEMESTER 2011 AMERICAN HOUSING: Histories and Cultures Tuesday & Thursday, 11:15-12:30 Most homes in the United States have features that were originally shaped for 18th and 19th-century concepts of domestic life. What have we inherited from the past and why? How have architects, builders, and residents re-imagined what American housing could be? This course will examine the history of American residential architecture ? single- and multi-family ? over the past three centuries. Through lectures, discussion, and student research, we will consider the design of various types of American housing in relation to changing social, cultural, ecological, and technological values and practices. We will analyze the emergence of a pervasive and persistent concept of domesticity that became closely associated with American cultural identity; and we will also examine the ways this has been mapped over more diverse and complex terrain. Throughout the course, we will create a dialogue between past and present, looking at the ways historical styles and types have been sustained and reinterpreted, or challenged through the search for affordable and sustainable alternatives. Questions? Contact Kate Solomonson at solom003@umn.edu

Arch 5441 Minnesota: Architecture and Landscapes
A-F only, 3 credit(s);[3411, 3412] recommended Credit will not be granted if credit has been received for: ARCH 4441;
Instructor: Satkowski, Leon
Description: Student may contact the instructor or department for information.

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

Arch 5461 North American Indian Architecture
3 credit(s); M Arch major or instr consent Credit will not be granted if credit has been received for: ARCH 4461;
Instructor: Tollefson, Lee E
Description: This lecture/recitation course presents a historic overview, contemporary overview and introduction to principles and theory of North American Indian Architecture. The course includes the study of the culture, technology, environment, lifestyles, art and craft of North American Indians in relation to their settlements and architecture. the course will view the ten major cultural regions of North American Indians and includes a brief review of the Meso-American influences. The first half of the course focuses on developing an understanding for the cultures and architecture of the North American Indians. This background is essential to allow the more complex topics of the Contemporary phenomena and theory to be taught and discussed in the latter half of the quarter. The view of this course is specific from the point of view of an architect examining the history and culture. It provides a unique view and one that will differ in emphasis from a pure historical or anthropological point of view. The material will be contrasted with several Western European theories of Architecture. Major objectives of the course are to instill a curiosity in the Native American Architectural traditions and to open the mind to new points of view on architecture and principles behind the architecture.
Style: 80% Lecture, 20% Discussion. Target audience: Juniors and Seniors from Anthropology, American Indian Studies, Undergraduate Architecture Majors (Juniors/Seniors) and Upper Division students from Architecture and Landscape Architecture.
Grading: 50% exams; 10% written brief; 40% research paper
Exam Format: typically short answer

Arch 5516 Technology Two: Luminous and Thermal Design
Arch 5521 Material Investigation: Concrete
A-F only, 4 credit(s);
Instructor: Roe, Sharon Louise
Description: Student may contact the instructor or department for information.

Arch 5550 Topics in Technology: Capacity. Fit. Measure: Sustainable Systems
A-F only, 4 credit(s), max credits 12, 3 completions allowed;
Instructor: Weber Jr, William G
Description: Student may contact the instructor or department for information.

Arch 5550 Topics in Technology: Multifamily Net-Zero
A-F only, 4 credit(s), max credits 12, 3 completions allowed;
Instructor: Alm, Lucas Lloyd
Description: A seminar environment to explore the varied conceptual and technical underpinnings of the Solar Decathlon competition.

Arch 5550 Topics in Technology: Multifamily Net-Zero
A-F only, 3 credit(s), max credits 12, 3 completions allowed;
Instructor: Handeen, Daniel A
Description: Student may contact the instructor or department for information.

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

Arch 5650 Topics in Architectural Practice: Community-Based Eco-Design Studio
4 credit(s), max credits 16, 4 completions allowed;
Instructor: Robinson, Julia Williams
Description: Student may contact the instructor or department for information.

Arch 5650 Topics in Architectural Practice: Public Interest Design - Tanzania
4 credit(s), max credits 16, 4 completions allowed;
Instructor: Comazzi, John Joseph
Description: Student may contact the instructor or department for information.

Arch 5651 Building Stories
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: MacLeod, Julie Oseid
Description: Student may contact the instructor or department for information.

Arch 5651 Building Stories
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Cheng, Renee
Description: Student may contact the instructor or department for information.

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

**Style:** 40% Lecture, 20% Discussion, 10% Student Presentation, 10% Field Trips, 20% Guest Speakers.

**Grading:** 30% reports/papers, 60% in-class presentation, 10% class participation.

---

**Arch 5673 Historic Building Research and Documentation**

3 credit(s);
Instructor: Grover, Todd Andreas

**Description:** Building documentation, survey, and the National Register of Historic Places help form the foundation of the historic preservation profession in the United States. This class will teach historic property researching skills using primary, secondary, and peripheral sources at archives around the Twin Cities. The research will be applied in a complete National Register of Historic Places nomination form. Students will also learn how to measure buildings and draft plans using the HABS/HAER documentation system. Finally, students will learn the process for architectural/historic survey and will organize and conduct a survey of the Whittier neighborhood in Minneapolis. Material is presented through illustrated lectures, guest lecturers, related field trips/work, and class discussion. Topics covered include: primary research, National Register of Historic Places, architectural/historic surveys, historic context studies, building documentation, and fieldwork around the Twin Cities.

**Arch 5676 Economics of Heritage Preservation**

A-F only, 3 credit(s);
Instructor: Donofrio, Gregory

**Description:** This course will provide, through readings and lectures, an overview of the theory and practice of heritage preservation-based community redevelopment and historic building real estate development. Students will learn about financial aspects of real estate development (including economic incentives and constraints) by developing case studies of recent historic rehabilitation projects throughout Minnesota in which they examine details such as financial feasibility and compliance with design guidelines and other regulatory aspects often encountered in the adaptive reuse of historic properties. They will also consider financial incentives available in other states in an effort to understand how new policies in Minnesota might positively influence preservation activity. Topics covered will include: ? Introduction to Census analysis ? General real estate terminology and financial modeling ? Historic Preservation Tax Credits ? Low Income Housing Tax Credits ? Tax Increment Financing ? The relationships among public finance, property taxes, and historic preservation ? Economic modeling of preservation benefits (jobs, taxes, income, etc.) ? The potential adverse side effects of preservation activity including commercial and residential gentrification.

**Arch 5711 Theory and Principles of Urban Design**

A-F only, 3 credit(s);
Instructor: San Martin, Ignacio

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

**Arch 5721 Case Studies in Urban Design**

A-F only, 3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: LA 5721;
Instructor: Jara, Cynthia

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

**Arch 5750 Topics in Urban Design: Planning and Design of the University**

A-F only, 3 credit(s), max credits 16, 4 completions allowed;
Instructor: Haggans, Michael

**Description:** Arch major or permission of instructor

**Arch 8254 Technical Applications in Design**

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

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

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

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

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

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

Art  Regis Center for Art

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

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

ArtS 1102 Painting
4 credit(s); 1101 or 2101 Note: Students without stated prerequisites will not be allowed to continue in this course. Credit will not be granted if credit has been received for: ARTS 2102;
Instructor: STAFF
Description: Introduction to painting with attention to understanding and applying the fundamental principles of spatial organization and color interaction.

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

ArtS 1490 Workshop in Art: Graphic Novel Illustration
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Pope, Nicholas B
Description: The Graphic Novel is designed to familiarize students with ideas and tools necessary for creating a miniseries graphic novel or comic book in the vein of Alan Moore’s popular ?Watchmen? series. The course will focus on a variety of drawing techniques and media, including but not limited to digital media, and will cover concepts in storytelling, story creation, dialogue, and character creation, and will prepare students to tell a narrative using sequential art. Students will gain a basic understanding of digital illustration programs like Corel Painter and Photoshop, and explore the crucial role that photography and composite photography play in graphic novel illustration. Students will learn how to write a compelling story, express it in visual terms, and communicate it to an audience. By the end of the course, students will write, storyboard, and create the first issue of their own graphic novel (4-15 panels) for presentation and critique.

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

ArtS 1601 Experimental and Media Arts
4 credit(s); Credit will not be granted if credit has been received for: ARTS 2601; Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: ArtS 1601 Experimental and Media Arts, is an introduction to new forms and practices in media arts with a focus on sound and video. As a studio arts course students will produce three to five short projects that allow them to build technical, aesthetic and critical skills in the field. New Media concepts are presented through readings, screenings and discussion and include; remediation and remixing of images and sounds culled from a variety of cultural sources, artistic interventions into urban spaces, recent developments in internet art practices and conceptually based media art work. Presentation, critique and discussion of student projects are the primary means by which students develop greater insight into and critical analysis of artistic processes and cultural interpretations of new media art practices. Short writing assignments in response to reading and viewing assignments are included. Students are evaluated on assigned art projects, participation in critiques and discussions and short writing assignments
Style: 20% Lecture, 20% Discussion. 60% creative art production
Grading: 10% in-class presentation, 20% class participation, 70% other evaluation. Production and critical evaluation of student art projects

ArtS 1701 Photography
4 credit(s); Credit will not be granted if credit has been received for: ARTS 2701; Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: Course presents conceptual, technical, and historical aspects of photography within the fine arts context. Emphasis on the creative process through hands-on experience in use of camera, film development, enlarging, and printing. Silver processes. Student needs a 35mm, single lens reflex film camera.
Style: 25% Lecture, 25% Discussion, 50% Laboratory.
Grading: 15% mid exam, 30% final exam, 20% in-class presentation, 25% laboratory evaluation, 10% problem solving.
Exam Format: performance

ArtS 1703 Digital Photography
4 credit(s); Credit will not be granted if credit already received for: ArtS 1702/ArtS 2702
Description: Course presents conceptual, technical, and historical aspects of photography within the fine arts context. Emphasis on the creative process through hands-on experience in use of camera, film development, enlarging, and printing. Silver processes. Student needs a 35mm, single lens reflex film camera.
Style: 25% Lecture, 25% Discussion, 50% Laboratory.
Grading: 15% mid exam, 30% final exam, 20% in-class presentation, 25% laboratory evaluation, 10% problem solving.
Exam Format: performance
ArtS 1801 Ceramics
4 credit(s); Credit will not be granted if credit has been received for: ARTS 2801; Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: Fundamentals of wheel-thrown and hand-built ceramics as forms of creative expression. Introduction to clay, glazes, and firing techniques.

ArtS 1801 Ceramics
4 credit(s); Credit will not be granted if credit has been received for: ARTS 2801; Meets CLE req of Arts/Humanities
Instructor: Lane, Thomas J
Description: Fundamentals of wheel-thrown and hand-built ceramics as forms of creative expression. Introduction to clay, glazes, and firing techniques.

ArtS 2101 Drawing
A-F only, 4 credit(s); Intended or declared art major or minor
Credit will not be granted if credit has been received for: ARTS 1101; Meets CLE req of Arts/Humanities
Instructor: Peterson, Lamar
Description: Introduction to fundamental principles and processes of drawing; exploration of various drawing media. Work from still life, nature, the life model, and imagination.

ArtS 2102 Painting
A-F only, 4 credit(s); 1101 or 2101, intended or declared art major
Credit will not be granted if credit has been received for: ARTS 1102;
Instructor: Feinberg, David L
Description: Introduction to painting with attention to understanding and applying the fundamental principles of spatial organization and color interaction.

ArtS 2301 Sculpture
A-F only, 4 credit(s); Intended or declared art major or minor
Credit will not be granted if credit has been received for: ARTS 1301; Meets CLE req of Arts/Humanities
Instructor: Larson, Chris
Description: This introductory course will help you gain an understanding of the fundamentals of sculpture through a studio practice with a variety of materials, concepts, techniques and styles. This course was designed specifically for declared or soon to be declared Art Major or Minor students. The core of this course is focused on object making and ideas. The way we understand an artwork and the way we talk about art is important. Art makes us think. After the completion of every project, your work will be discussed through group and one on one critiques. The class will also visit local museums and galleries to help gain an understanding of contemporary art. The 15,000 square foot state of the arts sculpture facility is equipped with metal and wood fabrication shops, foundry, and a digital imaging studio. Facilities include fully equipped woodworking and wood assembly shops with walk-in spray booth, modeling and mold making studios, a welding and metal-forming shop and sandblasting booth. Introductory demo?s of each area of the shop and tool use will be conducted throughout the semester. By the end of the semester you will learn basic building skills and techniques, understand the fundamentals of contemporary sculpture and develop an understanding of making sculpture.
Style: 5% Lecture, 10% Discussion, 10% Demonstration, 5% Field Trips, 60% Studio.
Grading: 20% in-class presentation, 20% class participation, 20% laboratory evaluation, 20% problem solving, 20% other evaluation.

ArtS 2502 Printmaking: Relief, Screen, Digital Processes
A-F only, 4 credit(s); Intended or declared art major or minor
Credit will not be granted if credit has been received for: ARTS 1502; Meets CLE req of Arts/Humanities
Instructor: Satinover, Nicholas Henri
Description: Student may contact the instructor or department for information.

ArtS 2701 Photography
A-F only, 4 credit(s); Intended or declared art major or minor
Credit will not be granted if credit has been received for: ARTS 1701; Meets CLE req of Arts/Humanities
Instructor: Henkel, James V
Description: This is a traditional dark-room course and requires a film style camera in good working order.
ArtS 2703 Digital Photography
A-F only, 4 credit(s); Intended or declared art major or minor credit will not be granted if credit already received for: ArtS 1702/ArtS 2702 Credit will not be granted if credit has been received for: ARTS 1703; Meets CLE req of Arts/Humanities
Instructor: Shambroom, Paul Dennis
Description: This introductory level class is specifically for declared (or soon to be declared) Art Major or Minor students. All ranges of photographic experience are welcome, from complete beginner to those already familiar with cameras and software. Photography is a means of understanding and interacting with both the world and the inner self. This is an art class first, not just a technology class. It is not simply "Photoshop Basics" or "How to Use your Digital Camera", although those things will be covered. We will emphasize a balance of technical skills, exploration of personal vision, and development of critical thinking and vocabulary relating to photography. We will examine the changing role of digital image production and distribution in society. Our own image making will be considered in the context of photographic history, visual literacy, and the universe of imagery in which we live. Projects will be completed with manually-controlled advanced digital cameras as well as cell phone cameras, and found images. Whether students continue with digital or move to traditional photographic methods after this class, the conceptual and technical fundamentals introduced here will apply. Class activities will consist of lectures and demonstrations, individual and group exercises, lab time, and visiting artists and field trips. The core of this class is a series of photographic assignments. While some will have a technical basis, all work should be approached in the service of creative expression and exploration. Students' work will be constructively discussed in class and small group critique sessions. Students will learn the basics of advanced digital camera operation. You will learn to make informed photographic choices over composition, moment, light, and subject. Students will master hardware and software tools, and learn color management and workflow principles. We will cover refined digital capture, image adjustment/manipulation and inkjet printing methods using Photoshop and Adobe Camera Raw. We will produce both print and screen-based projects. We will have a range of prior experience within our class, students will share their particular expertise through presentations, research and informal teamwork. Class readings and discussions will address digital photography issues such as: privacy, veracity, democracy, and authorship. You will become conversant in the history and contemporary practice of photography, and will develop critical thought and language for discussing and evaluating your own (and others') photographs. The written assignments consist of a research paper and presentation, as well as response papers to readings, gallery field trips and class visitors.
Style: 10% Lecture, 10% Discussion, 10% Small Group Activities, 10% Demonstration, 50% Studio, 10% Guest Speakers.
Grading: 15% class participation, 85% other evaluation. Group critiques of photographic work, grading done with rubric clearly laying out criteria.

ArtS 2801 Ceramics
A-F only, 4 credit(s); Intended or declared art major or minor Credit will not be granted if credit has been received for: ARTS 1801; Meets CLE req of Arts/Humanities
Instructor: Lane, Thomas J
Description: Fundamentals of wheel-thrown and hand-built ceramics as forms of creative expression. Introduction to clay, glazes, and firing techniques.

ArtS 3101 Intermediate Drawing
4 credit(s);
Instructor: Frank, Valerie Versen
Description: Student may contact the instructor or department for information.

ArtS 3101 Intermediate Drawing
4 credit(s);
Instructor: Connaughty, Sean P
Description: This Intermediate Drawing course will continue to explore the foundational techniques used in Beginning Drawing but will expand the student's drawing toolkit to include a greater focus on individual conceptual development. Projects will include large scale drawings, investigation of color, live models and exploration of changed format/dimensional drawing. Students will be exposed to contemporary artists who use drawing in their practice, frequent demonstrations, slide lectures and a field trip to local museums and galleries.

ArtS 3102 Intermediate Painting
4 credit(s)
Instructor: Zefeldt, Mathew James
Description: This is an intermediate studio course that will focus on the contemporary approaches to painting. We will explore a variety of media, techniques, and subject matter both in and out of the classroom. Through demonstrations, practice, critiques, readings and class discussion we will also develop the verbal and analytical skills necessary to critically examine your work and the work of your peers. We will look at a number of contemporary painters, and talk about the importance of painting in the digital age. There is a reader for this course. We will read and discuss a variety of writings, talks, and interviews from contemporary painters in order to understand how other painters think about their work. The first half of the semester will be devoted to painting assignments from the instructor. The second half of the semester will be devoted to each student’s self directed paintings.

ArtS 3105 Dimensional Painting
4 credit(s);
Instructor: Feinberg, David L
Description: Application of two-dimensional visual concerns as they relate to sculptural form. Exploration of how painting ideas affect perception of real space.

ArtS 3111 Life Drawing I
4 credit(s);
Instructor: Peterson, Lamar
Description: Focus on the human form with an introduction to anatomy. Exploration of various concepts of representation and methods of image construction. Work from life, anatomical casts, memory and imagination.

ArtS 3112 Life Drawing II
4 credit(s);
Instructor: Peterson, Lamar
Description: The human form in pictorial structure, single, and multiple figure compositions. The creative process, work toward a personal direction. Attention to representation of the human image in cultural, historical, and contemporary context.

ArtS 3300 Intermediate Sculpture
4 credit(s);
Instructor: Rose, Thomas Albert

ArtS 3301 Sculpture: Direct Metal
4 credit(s);
Instructor: Marquette, Rollin Gregory
Description: Constructive approach to sculpture through welding in steel, other metals. Studio practice, investigation of historical/contemporary methods/concepts.

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

ArtS 3303 Sculpture: Metalcasting
4 credit(s);
Instructor: Potratz, Wayne E
Description: Make cast metal sculpture in the new state-of-the-art University of Minnesota Sculpture Foundry in the new
ArtS 3420 Visiting Artists Program

S-N only, 1 credit(s), max credits 2;
Instructor: Schmid, Christina Heidi
Description: Attending lectures by Visiting Artists and guest speakers serves as the foundation for students reflecting on the themes and concerns of their own emerging studio practice.

ArtS 3444 Major Project

S-N only, 1 credit(s);
Instructor: STAFF
Description: The major project in Art is intended to be a “capstone” experience for the senior majoring in Art. It is a required course for graduation with a major in art. All BA students majoring in art will participate in a group exhibition in the Regis Center Public Spaces scheduled near the end of the graduating semester. The student can include work in any format, from previous or current courses or independent studies, that they consider representative of their best work. The minimum experience (1 credit) involves participation in a series of meetings with the DUS at pre-announced times. At these meetings, students develop professional skills (preparation of resume, artist’s statement, exhibition protocols, etc). Students also attend a variety of departmental presentations, visiting artist lectures, exhibitions. A second option is for students who want to self-design a project (1-3 credits) with an individual, regular faculty member. Through the self-designed project, students are encouraged to clarify their own visual concepts. For the individually designed experience,
ArtS 3490 Workshop in Art: Super-8 Guerilla Filmmaking
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Hoolihan, Sam Daniel
Description: Student may contact the instructor or department for information.

ArtS 3490 Workshop in Art: Slow Art and the Green City
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Baeumler, Christine Arle
Description: Slow Art and the Green City Slow Art and the Green City explores how artists intersect with the vital systems of the city and how a long term and engaged social art practice can lead to a sustained connections, shared visions with community and government to create more ecologically designed urban areas. The class will investigate the role of the art as a catalyst for social change in the areas of water, food, transportation, economic revitalization and cultural diversity. We will introduce the notion of artists as conveners and facilitators who build a community of practice around pressing environmental and social issues. Through readings, presentations, field trips, case studies and class initiatives, we will explore best practices and the spectrum of contemporary strategies to a socially engaged approach to art. In addition to connecting with outstanding local artists, curators, and non-profit arts organizations, we will also have the opportunity to see the projects of several internationally recognized artists, Fritz Haeg (Walker Art Center) and Mark Dion (Minneapolis Institute of Art). The course is offered as a one-time topics course supported partially through the funding of a Public Engagement Department Grant. This class will be offered in connection with two other courses, which will meet at the same time and share speakers, go on field trips together and engage in potential collaborative opportunities across disciplines. Psych 5960: Environmental Decision Making: Space and Place from Lawns to Climate Change, will be taught by Dr. Kristin Valentine Cadieux and Design Equity will be taught by Dr. Kristine Miller, PhD, chair of Landscape Architecture. While offered in the Department of Art, this is primarily seminar class rather than a studio-based course.
Students will work on a creative project as the course capstone experience in the course and encouraged to collaborate with students enrolled in the two other courses. Students will read articles, chapters, and case studies of projects created by artists working within a socially engaged and an issue/system based practice. One of the main objectives of the seminar is to develop the use of coherent, constructive, critical language for considering this aspect of visual art practice. Students will be assessed through their participation in discussion, through their writing, and the quality of their proposed final projects.
Style: 20% Lecture, 5% Film/Video, 25% Discussion, 10% Small Group Activities, 5% Student Presentation, 10% Field Trips, 5% Studio, 20% Guest Speakers.
Grading: 45% reports/papers, 10% special projects, 10% attendance, 15% journal, 10% in-class presentation, 10% class participation.
Exam Format: Final project in lieu of exam

ArtS 3490 Workshop in Art: Photography: The Constructed Image
4 credit(s), max credits 12, 12 completions allowed;
Instructor: Henkel, James V
Description: This workshop class is open to both Intermediate and Advanced students and will investigate the issues surrounding the photographers direct intervention in the image making process. Still-life, arranged image, directorial mode, constructed image are all terms which describe a genre of photography which has been popular since the very first photographs made by Daguerre in 1839. While prevailing traditions in photography have a decidedly documentary style; this class will approach photography with some of the same concerns found in sculpture, installation, performance or collage. Working in this way the photographer takes on the role of director, producer, builder/organizer of the information which appears in the image Prerequisites for the course are one beginning level photography class (either digital or darkroom) and one other course of any intermediate photography. This class is not a technical class and the student will work in whichever form you are already familiar with (digital or analog), individual and group demonstrations will supplement the student’s familiarity with the medium.

ArtS 3490 Workshop in Art: Internet Art
4 credit(s), max credits 12, 12 completions allowed;
Instructor: Paul, Steve
Description: The internet will be approached as a platform for making, viewing, and sharing art work. Students will become familiar with two decades of artists’ online experimentation ranging from hacktivism to interactive narratives, to meme-generators, to live video performance. Art historical precursors to this work will establish a context for considering contemporary art’s relationship to the internet and other electronic media. Likewise, we will consider the web in a wider context, looking at its creative, social, commercial, and political facets as intrinsic aspects of the expanded field. Students will make a number of internet-based artworks and at least one ?offline? internet-inspired installation.

ArtS 3490 Workshop in Art: Graphics Revolution
4 credit(s), max credits 12, 12 completions allowed;
Arts 3490 Workshop in Art: Digital Toolbox for the Artist
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Schwartzman, Robin Nicole
Description: This class we cover the fundamental tools of Adobe Photoshop and Illustrator with a focus on practical applications in the arts. The foremost objective of this course is to help you explore the possibilities of these programs: 1. as a means of developing and conceptualizing ideas across artistic disciplines—e.g. photography, printmaking, drawing and painting. 2. as a means to merge digital and traditional artistic disciplines. 3. as studies or experimentation for another medium or a combination of media. 4. as a means of preparing files for digital fabrication—e.g. lasercutting, vinyl cutting, CNC routing and embroidery. 5. as an end in itself, where the idea/concept you are addressing is best expressed in this medium. Throughout the course, we will emphasize practical applications for the working artist including but not limited to: 1. Documenting and editing images for the creation of a website and digital portfolio. 2. Creating concept illustrations for project proposals. 3. Promoting and visually branding oneself through the use of promotional materials (business cards, CD labels, a website/digital portfolio, blog, social media, etc.) 4. Awareness of the importance of an online presence. Lectures, artist presentations, videos, correlative readings, discussions and working lab time will be used to explore these components. Skills will be developed through in-class exercises, weekly coursework and longer assignments. This class is not recommended for those who already have extensive experience in these programs. This is a class designed for Adobe beginners with limited or no experience in Photoshop and Illustrator.

Arts 3490 Workshop in Art: Internet Art
4 credit(s), max credits 12, 12 completions allowed;
Instructor: Olson, Marisa Suzanne
Description: The internet will be approached as a platform for making, viewing, and sharing art work. Students will become familiar with two decades of artists' online experimentation ranging from hacktivism to interactive narratives, to meme-generators, to live video performance. Art historical precursors to this work will establish a context for considering contemporary art's relationship to the internet and other electronic media. Likewise, we will consider the web in a wider context, looking at its creative, social, commercial, and political facets as intrinsic aspects of the expanded field. Students will make a number of internet-based artworks and at least one ?offline? internet-inspired installation.

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

Arts 3499 Internship at Katherine E. Nash Gallery
S-N only, 3 credit(s);
Instructor: Oransky, Howard Lee
Description: Regis Center for Art Exhibitions Program Internship Katherine E. Nash Gallery Quarter Gallery Regis West Gallery Contact Rachel Kirchgasler to obtain a permission number: "Rachel Kirchgasler" <kirc0110@umn.edu> NOTE: THE INTERNSHIP BEGINS 10 DAYS PRIOR TO THE START OF THE TERM, FOR INSTALLATION OF THE FIRST NASH GALLERY EXHIBITION, WHICH OPENS ON THE FIRST DAY OF THE TERM. CLASS MEETS FRIDAY MORNINGS, but internship hours happen according to the gallery schedule and student's schedule. The internship is in three parts: Part 1: Installation/De-installation This internship includes an orientation to gallery work, installation, and de-installation of 2-3 Nash Gallery exhibitions throughout the semester. An average of 15-20 hours should be spent per exhibition doing hands-on work. Part 2: Administration, Programs You may also earn hours toward the Internship by helping with administrative tasks: exhibition research, assisting in shipping and receiving needs, assisting in public relations, gallery preparation, staffing receptions and events, and occasional staffing of the gallery desk. Additionally, if you attend our public lectures and presentations, those hours can count toward the Internship. If you attend a public lecture and want credit for the time, send the Installation Coordinator a 100-word description of the event you attended and what you learned. Part 3: Research Project Each student will complete a research project. You have a choice of either doing Option 1: Field Research or Option 2: Practice Grant Proposal. Option 1: Field Research Compare the Katherine E. Nash Gallery with four art exhibition spaces and their approaches to presenting art. You will visit one venue from each of four categories:
museum, non-profit space, commercial gallery, and alternative space. First: send an email to the instructor listing the 4 venues you wish to visit. After receiving confirmation, visit the venues and take notes for the paper. Option 2: Practice Grant Proposal Prepare a practice grant proposal for your work as an artist, as if you are applying to the Minnesota State Arts Board, in the Artist Initiative category: This program supports and assists artists at various stages in their careers. It encourages artistic development, nurtures artistic creativity, and recognizes the contributions individual artists make to the creative environment of the state of Minnesota. Grants will be awarded for career building and for the creative development of artists. Some artists may choose to request funds to create new work, but that isn't a requirement of the program. Artists working in all artistic disciplines?dance, media arts, music, photography, poetry, prose, theater, and two- and three-dimensional visual arts?may apply.

Style: 15% Demonstration, 5% Field Trips, 80% Service Learning. Orientation Friday, January 27, 2012 9:00 am - 12:00 pm Meet in the Department of Art Office in the Regis Center at 9:00 am

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

ArtS 3602 Narrative Digital Video
4 credit(s);
Instructor: Lukkas, Lynn Tjernan
Description: This course focuses on narrative forms of filmmaking including live action and documentary genres. Students enrolled in 3602, the beginning level of this course, will focus on the basics of narrative digital filmmaking. Students will learn the visual and temporal languages and techniques of narrative filmmaking while producing short films. The course will guide students through all steps of the narrative filmmaking process, including; initial idea development, screenwriting, pre-production, production, post-production and finally distribution. Students enrolled in the 5620 section of this course will focus on developing and completing 1 - 3 extended short films (10 - 30 minutes in length). As the advanced level of the class student filmmakers enrolled in 5620 will focus on the development of their aesthetic vision, technical skill and artistic voice. Because filmmaking requires a group effort students are encouraged to work collaboratively on single projects or to work on each others projects as crew members. Student filmmakers may come to the class with a completed screenplay they wish to shoot and distribute or they may work on shorter projects to gain greater expertise with the medium.

ArtS 3604 Animation
4 credit(s);
Instructor: Paul, Steve
Description: Creating ideas visually with 2-/3-dimensional animation technologies. Vector-/layer-based raster animation. Modeling objects/spaces, creating textures, lighting, movement, sound track.
Style: 15% Lecture, 10% Film/Video, 10% Discussion, 65% Studio.

ArtS 3703 Photography: Digital Imaging
4 credit(s);
Instructor: Shambroom, Paul Dennis
Description: We will take photography beyond the basics, approaching it as a means of expression, investigation, and interaction. This is an art class first, not just a technology class. The emphasis is on finding your personal voice and direction as a photographic artist. Students should come to this class with a working knowledge of the basics of camera operation and photographic principles, both technical and aesthetic/conceptual (per pre-reqs.) Prior digital photography and Photoshop experience is helpful but not required. We will begin with a review of the basics of digital camera operation and workflow, as well as Photoshop. We will gauge students? prior knowledge, then move on as needed to more advanced Photoshop skills such as refined selections and compositing, and fine-tuning color and tonality. We will produce both print and screen-based projects. Special emphasis will be made on fine print making and portfolio creation. We will learn and use advanced digital tools and workflow in the service of your own creative exploration. The class will foster development of critical thinking and vocabulary relating to photography in the context of contemporary and historic image making. We will examine the changing role of digital image production and distribution in society. Our own image making will be considered in the context of photographic history, visual literacy, and the universe of imagery in which we live. Each student should have a manually-controlled advanced digital camera (not point-and-shoot.) We will also do projects using cell phone cameras and found images.
Style: 10% Lecture, 10% Discussion, 10% Small Group Activities, 10% Demonstration, 50% Studio, 10% Guest Speakers.
Grading: 15% class participation, 85% other evaluation. Grades are based on critiques of various projects , with the most weight on a final multi-week project. There will also be readings and response papers, as well as student presentations.
Exam Format: Group critiques of photographic work, grading done with rubric clearly laying out criteria.

ArtS 3801 Ceramics: Wheel Throwing
4 credit(s), max credits 8;
Instructor: Pharis, Mark W
Description: Expands wheel-throwing skills, develops aesthetic awareness of ceramic forms. Kiln firing, glaze formulation.

ArtS 3802 Ceramics: Handbuilding
4 credit(s), max credits 8;
Instructor: Yamada,Tetsuya

ArtS 5105 Advanced Dimensional Painting
4 credit(s);
Instructor: Feinberg,David L
Description: Course Description: Creating a work of art for Coffman Memorial Union. Subject matter must respond to spaces and places on or near campus. Course will be directed by David Feinberg and accompanied by visiting critic, Tricia Schweitzer, Program Director - Arts and Archives with Student Unions & Activities Course objective: To produce what would simulate, in the world of business practices, a commissioned work of art. Works can be created by a student or team of students. All finished works will be presented in a series of different conference rooms located on the third floor of Coffman Memorial Union.

ArtS 5110 Advanced Drawing
4 credit(s), max credits 12, 4 completions allowed;
Instructor: Kuhr,Alexis
Description: Developing personal direction in form/content. Various media. Various aesthetic/conceptual approaches.

ArtS 5120 Advanced Painting
4 credit(s), max credits 12, 4 completions allowed;
Instructor: Morgan,Clarence E.
Description: As a studio course, students are provided challenging, individual critical feedback and participate in-group critiques focused on their work. The course is designed to confront the more complex problems facing the student artist today who already has a solid grasp of technique, materials and methods of painting. Similarly, ArtS 5120, is structured for students who have a need to solve the difficult, yet intriguing challenge of developing a personal visual language through the activity of painting. Emphasis will be placed on critical thinking, self-analysis, and the independent pursuit of ideas. During the semester student will focus on the clarification of their ideas as well as commitment and responsibility to those ideas. The goal is to independently develop a methodology that provides each student with the ability to creatively problem-solve. Likewise, an essential aspect of the creative process and creative personal development is experimentation. Thus, students are encouraged to experiment as they work toward developing a personal visual language.
Style: 10% Discussion, 10% Student Presentation, 80% Studio. The primary goal of Arts 5120 is the production/creation of a cohesive body of work. The aim is for each student to arrive at a place where forms, process, and materials are being responded to with commitment, vigor and genuineness. This studio experi Grading: 25% final exam, 60% attendance, 15% in-class presentation. Grading will be based on a combination of discussion, lecture, readings, individual/group critiques, field trips, viewing DVDs, and studio work. Individual and group consultation of studio work provides intermittent feedback designed to encourage dia
Exam Format: Individual Final critiques scheduled with instructor

ArtS 5300 Advanced Sculpture
4 credit(s), max credits 12, 3 completions allowed;
Instructor: Rose,Thomas Albert
Description: Advanced sculpture is directed toward individual development, theoretical understanding and the processes necessary to the student with graduate study in mind. This class prepares students to consider their work in light of the history of sculpture and art in general. It is expected that students be pro-active, engaged and responsible. The primary function of the course is the critique. Students develop their own project ideas, refine them and present for class critique.

ArtS 5310 Advanced Sculpture: Direct Metal
4 credit(s), max credits 12, 4 completions allowed;
Instructor: Marquette,Rollin Gregory
Description: Direct metal sculpture in steel, other metals. Studio practice, investigation of historical/contemporary methods/concepts. Development of personal sculpture imagery.

ArtS 5330 Advanced Sculpture: Metal Casting
4 credit(s), max credits 12, 4 completions allowed;
Instructor: Potratz,Wayne E
Description: Make cast metal sculpture in the new state-of-the-art University of Minnesota Sculpture Foundry in the new Regis Center for Art. Metalcasting of Sculpture is an intensive course where you will be asked to think creatively with cast aluminum, bronze, and iron. Prerequisites: ArtS 1301 Basic Sculpture and ArtS 1101 Introduction to Visual Arts. Required
Text: "Hot Metal--A Complete Guide to the Metalcasting of Sculpture," Potratz. Available at bookstore or on reserve in Wilson Library. Slide lectures, demonstrations, critiques, discussion, and studio work. Course fee covers most materials, but you may need to spend more depending on the size of your sculpture. Safety equipment required. Three assignments resulting in three cast metal sculptures, quiz on text, 2-3 page paper, visiting artists, mid-term and final critiques. Sand molding, ceramic shell molding, and other molding processes used to make creative work. Required lab for Fall evening course; see schedule for the day and time. Spring course requires participation in the Annual Minnesota Iron Pour. Expect to spend at least 6 hours per week outside of class working on your sculpture.

**Style:** 5% Lecture, 10% Discussion, 85% Studio. Demonstrations, critique, studio work in the foundry

**Grading:** 20% reports/papers, 10% quizzes, 60% other evaluation. Creative work in Cast Metal

**Exam Format:** Individual and Group Critique

---

**ArtS 5390 Advanced Sculpture Methods and Practice: Site, Environment, and Community Engagement**

4 credit(s), max credits 12, 3 completions allowed;

**Instructor:** Larson, Chris

**Description:** This course will be working directly with the Walker Art Center Open Field and MNArtists to design, propose and build a public sculpture project for the 25th anniversary of the Minneapolis Sculpture Garden opening May 2013. Working as a collaborative team, students in this course will be responding to the theme of "the garden? to design and build a hole for the Mini golf Sculpture Garden project. As a class, we will submit our design to the Walker for approval, construct and build our sculptural golf hole and work with the Walker Art Center crew in installing our golf hole. There will be an opening event prior to the public opening for the artists and other VIP's. Throughout the semester we will regularly meet with the project manager to check in on our progress and to help shape the overall project. There will be a mini-golf info session at the Walker November 8th at 7pm that those enrolled in the class should attend. This is an incredible opportunity to work directly with one of the worlds leading contemporary art institutions on a public artwork.

**Style:** 5% Lecture, 10% Discussion, 20% Laboratory, 5% Field Trips, 60% Studio.

**Grading:** 30% class participation, 30% laboratory evaluation, 30% problem solving, 10% other evaluation.

---

**ArtS 5400 Seminar: Concepts and Practices in Art**

3 credit(s), max credits 6;

**Instructor:** Schmid, Christina Heidi

**Description:** The seminar aims to familiarize students with a wide range of creative practices and critical concepts relevant in contemporary art, and encourages students to actively make connections between their studio practice and the issues, viewpoints, and questions addressed in the shared readings. Throughout the semester, students are encouraged to situate their own work in relation to the ideas and artistic practices they encounter in both the readings and the work of the artists discussed in class. The goals of the seminar are to cultivate curiosity about contemporary conversations in art, learn how to participate in them professionally, and experiment with writing as an essential part of artistic practice.

---

**ArtS 5441 Professional Practices**

S-N only, 3 credit(s);

**Instructor:** Baeumler, Christine Arle

**Description:** This seminar is intended to address issues related to pursuing a career as an artist and explore how to create a sustainable artistic practice. This course is particularly intended for BFA and BA Art majors who are interested in a career in the arts. Through visiting artist presentations, as well as those by professionals in arts administration, non-profits, established and non-traditional galleries, curators, critics, and recent art graduates, we will examine the rich ecology of the arts community. We will also explore how to navigate this terrain to build a successful career path in the arts. We will examine and discuss contemporary art issues and artists through discussion and through attending the visiting artists to the Department of Art as part of the Visiting Artist and Critic Program. We will also consider and explore some of the theoretical and practical aspects of being an artist today. We will discuss topics from an inventory of the "big issues" in art today. These include motivation, influence, community, audience, as well as MFA programs, and other possible career paths in the arts. One of the objectives of this seminar is to develop and practice the use of coherent and constructive language for communicating about the visual arts. We will be developing a professional toolkit in the form of an artist resume, bio, statement and elevator speech and information on creating an online presence. Some of the "big issues" to be considered are: What is an arts education? Why am I an artist? Who is my audience? How can I communicate with this audience? What role does being an artist play in my own life? How can I sustain my practice beyond school? How to I take the next steps in my career or pursue an artist? How can I make a living as an artist? what are my options? What is my biggest vision as an artist and how do I make sure I continue past graduation?

**Style:** 10% Lecture, 20% Discussion, 10% Small Group Activities, 10% Student Presentation, 10% Field Trips, 40% Guest Speakers. Course will overlap part of the time with the visiting artist lectures in the Department of Art so that we can attend those talks.

**Grading:** 55% reports/papers, 10% special projects, 10% attendance, 25% journal. Grade for course is S/N

**Exam Format:** Final presentations on Twin Cities Arts Venues

---

**ArtS 5444 Bachelor of Fine Arts Exhibition**

S-N only, 1 credit(s);
Instructor: Baeumler, Christine Arle
Description: Student may contact the instructor or department for information.

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

ArtS 5490 Workshop in Art: Slow Art and the Green City
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Baeumler, Christine Arle
Description: Slow Art and the Green City explores how artists intersect with the vital systems of the city and how a long term and engaged social art practice can lead to a sustained connections, shared visions with community and government to create more ecologically designed urban areas. The class will investigate the role of the art as a catalyst for social change in the areas of water, food, transportation, economic revitalization and cultural diversity. We will introduce the notion of artists as conveners and facilitators who build a community of practice around pressing environmental and social issues. Through readings, presentations, field trips, case studies and class initiatives, we will explore best practices and the spectrum of contemporary strategies to a socially engaged approach to art. In addition to connecting with outstanding local artists, curators, and non-profit arts organizations, we will also have the opportunity to see the projects of several internationally recognized artists, Fritz Haeg (Walker Art Center) and Mark Dion (Minneapolis Institute of Art). The course is offered as a one-time topics course supported partially through the funding of a Public Engagement Department Grant.

Psych 5960: Environmental Decision Making: Space and Place from Lawns to Climate Change, will be taught by Dr. Kristin Valentine Cadieux and Design Equity will be taught by Dr. Kristine Miller, PhD, chair of Landscape Architecture. While offered in the Department of Art, this is primarily a seminar class rather than a studio-based course. Students will work on a creative project as the course capstone experience in the course and encouraged to collaborate with students enrolled in the two other courses. Students will read articles, chapters, and case studies of projects created by artists working within a socially engaged and an issue/system based practice. One of the main objectives of the seminar is to develop the use of coherent, constructive, critical language for considering this aspect of visual art practice. Students will be assessed through their participation in discussion, through their writing, and the quality of their proposed final projects.

Style: 20% Lecture, 5% Film/Video, 25% Discussion, 10% Small Group Activities, 5% Student Presentation, 10% Field Trips, 5% Studio, 20% Guest Speakers.
Grading: 45% reports/papers, 10% special projects, 10% attendance, 15% journal, 10% in-class presentation, 10% class participation.
Exam Format: Final project in lieu of exam

ArtS 5490 Workshop in Art: Photography: The Constructed Image
4 credit(s), max credits 12, 12 completions allowed;
Instructor: Henkel, James V
Description: This workshop class is open to both Intermediate and Advanced students and will investigate the issues surrounding the photographers direct intervention in the image making process. Still-life, arranged image, directorial mode, constructed image are all terms which describe a genre of photography which has been popular since the very first photographs made by Daguerre in 1839. While prevailing traditions in photography have a decidedly documentary style; this class will approach photography with some of the same concerns found in sculpture, installation, performance or collage. Working in this way the photographer takes on the role of director, producer, builder/organizer of the information which appears in the image. Prerequisites for the course are one beginning level photography class (either digital or darkroom) and one other course of any intermediate photography. This class is not a technical class and the student will work in whichever form you are already familiar with (digital or analog), individual and group demonstrations will supplement the student's familiarity with the medium.

ArtS 5490 Workshop in Art: Hand/Mind/Geture: Create Image Driven Performance
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Sommers, Michael J
Description: Student may contact the instructor or department for information.

ArtS 5490 Workshop in Art: Internet Art
4 credit(s), max credits 12, 12 completions allowed;
Instructor: Paul, Steve
Description: The internet will be approached as a platform for making, viewing, and sharing art work. Students will become familiar with two decades of artists' online experimentation ranging from hacktivism to interactive narratives, to meme-generators, to live video performance. Art historical precursors to this work will establish a context for considering
contemporary art's relationship to the internet and other electronic media. Likewise, we will consider the web in a wider context, looking at its creative, social, commercial, and political facets as intrinsic aspects of the expanded field. Students will make a number of internet-based artworks and at least one ?offline? internet-inspired installation.

ArtS 5490 Workshop in Art: Graphics Revolution
4 credit(s), max credits 12, 12 completions allowed;
Instructor: Schmid,Jenny
Description: This class expands on traditional ideas of printmaking to embrace the digital original, which has many potential outputs, from t-shirts to manual fine art prints to animation. Students will build a foundation in theory and develop a body of work and experiment with technologies from all eras to find many manifestations of their ideas. There will be practical demonstrations on how to integrate old and new print technologies. We will discuss the present state of graphic arts and the relationship of printmaking to its closest cousins- animation, comics, commercial and revolutionary applications.

ArtS 5490 Workshop in Art: Internet Art
4 credit(s), max credits 12, 12 completions allowed;
Instructor: Olson,Marisa Suzanne
Description: The internet will be approached as a platform for making, viewing, and sharing art work. Students will become familiar with two decades of artists? online experimentation ranging from hacktivism to interactive narratives, to meme-generators, to live video performance. Art historical precursors to this work will establish a context for considering contemporary art's relationship to the internet and other electronic media. Likewise, we will consider the web in a wider context, looking at its creative, social, commercial, and political facets as intrinsic aspects of the expanded field. Students will make a number of internet-based artworks and at least one ?offline? internet-inspired installation.

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

ArtS 5620 Narrative Digital Video
4 credit(s), max credits 12, 3 completions allowed;
Instructor: Lukkas,Lynn Tjernan
Description: This course focuses on narrative forms of filmmaking including live action and documentary genres. Students enrolled in 3602, the beginning level of this course, will focus on the basics of narrative digital filmmaking. Students will learn the visual and temporal languages and techniques of narrative filmmaking while producing short films. The course will guide students through all steps of the narrative filmmaking process, including; initial idea development, screenwriting, pre-production, production, post-production and finally distribution. Students enrolled in the 5620 section of this course will focus on developing and completing 1 - 3 extended short films (10 - 30 minutes in length). As the advanced level of the class student filmmakers enrolled in 5620 will focus on the development of their aesthetic vision, technical skill and artistic voice. Because filmmaking requires a group effort students are encouraged to work collaboratively on single projects or to work on each others projects as crew members. Student filmmakers may come to the class with a completed screenplay they wish to shoot and distribute or they may work on shorter projects to gain greater expertise with the medium.

ArtS 5640 Advanced Animation
4 credit(s), max credits 12, 3 completions allowed;
Instructor: Paul,Steve
Description: Two-/three-dimensional animation with digital technologies. Individual projects. Expansion of personal voice/visual clarity within framework of animated imagery and time-based artwork.
Style: 15% Lecture, 10% Film/Video, 10% Discussion, 65% Studio.

ArtS 5670 Interdisciplinary Media Collaborations
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Lukkas,Lynn Tjernan
Description: Student may contact the instructor or department for information.

ArtS 5810 Advanced Ceramics
4 credit(s), max credits 12, 4 completions allowed;
Instructor: Lane,Thomas J
Description: Student may contact the instructor or department for information.

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

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

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

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

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

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Morgan, Clarence E.
Description: Independent Study is reserved for special circumstances intended for students who have already displayed the capacity to work independently. Students must be self motivated, ambitious and have a clear indication of the direction their work is taking. The instructor requires students registered for an Independent Study must have worked with the instructor previously. Typically, the instructor in consultation with the student will meet between 5-6 times during the semester. These meetings are designed to offer students critical feedback about their work and to review the progress they are making.

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

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

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

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

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Kuhr, Alexis
This course provides an intensive advanced drawing experience. Students develop their practice through individual thematic exploration in varied drawing media. Meetings include in-class work, critiques, and lectures on issues in contemporary drawing. Students are encouraged to maintain a digital sketchbook, adding drawings and notes over the course of the semester. iPads are available to students in this course through Department checkout. In the final weeks of the semester, students will mount an exhibition of work produced in class.

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

ArtS 5990 Independent Study in Art
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Stanislav, Andrea
Description: Students will produce self directed projects with consent of instructor. Study will also focus on critical theory and the articulation of those ideas through studio production.
Style: 50% Discussion, 50% Studio.
Grading: 50% mid exam, 50% final exam.
Exam Format: critique

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

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

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

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

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

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

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

ArtS 8401 Studio and Pedagogy: Philosophy and Practice
3 credit(s), max credits 8;
Instructor: Feinberg, David L
Description: Student may contact the instructor or department for information.
ArtS 8401 Studio and Pedagogy: Philosophy and Practice  
3 credit(s), max credits 6;  
Instructor: Morgan, Clarence E.  
Description: Student may contact the instructor or department for information.

ArtS 8420 Seminar: Visiting Artists Program  
3 credit(s), max credits 18, 6 completions allowed;  
Instructor: Schmid, Christina Heidi  
Description: The course fosters critical dialogue about creative practices across disciplines, integrates Visiting Artist lectures and studio visits, and serves as a colloquium to develop students' ideas for their thesis.

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

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

ArtS 8700 Photography: Theory and Practice  
3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Henkel, James V  
Description: Student may contact the instructor or department for information.

ArtS 8700 Photography: Theory and Practice  
3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Shambroom, Paul Dennis  
Description: The core of this course is the development of a fully-formed body of work in a refined presentation format. The broader goal, however, is for students to embrace their art-making as a way to engage their inner selves and the world at large! All types of photographic (or mixed) media are encouraged. The common goal for each student this semester is to conceive of and complete one brilliant, astounding extended project, and use it to learn (and teach the rest of us) something about yourself and the world. You will write a short artist statement to accompany your final project, with help on working drafts throughout the semester. Technical topics will be covered as needed, demos determined by the class may include advanced lighting, Photoshop techniques, large format camera use, advanced silver printing, social networks, etc. Students will begin by identifying areas of passion and curiosity that lend themselves to exploration through an extended project. We will start by looking at previous work, then draw from aspects of your artistic, intellectual and emotional lives. This class relies heavily on student interaction in crits, brainstorming sessions and discussions. You will all be helping each other conceive of and guide your projects. There will be three work-in-progress crits in addition to the final crit. We will have a working artist or curator from the community to help conduct one of the crits. Each student will select a shared reading for the class, prepare questions and lead a discussion. The reading can be fiction or non-fiction, anything that informs your work and sensibilities. These will NOT be art theory or history readings, rather readings that are engaged with the non-art world outside school and museums.

ArtS 8800 Ceramics: Theory and Practice  
A-F only, 3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Lane, Thomas J  
Description: Student may contact the instructor or department for information.

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

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

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

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

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

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

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

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

ArtS 8990 M.F.A. Creative Thesis
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Rose, Thomas Albert
Description: Graduate students define and prepare their thesis through discussion and review and present to faculty advisor on a regular basis.

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

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

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

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

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

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

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

**ArtS 8990 M.F.A. Creative Thesis**
1-9 credit(s), max credits 18, 18 completions allowed;
Instructor: Stanislav, Andrea
Description: Students develop and realize self-directed projects towards their MFA Thesis. There is a focus on critical discourse and learning to articulate one's ideas through dialogue, writing, and studio production.
Style: 50% Discussion, 50% Studio.
Grading: 50% mid exam, 50% final exam.

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

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

---

**Art History 338 Heller Hall**

**ArtH 1001 Introduction to Art History: Prehistoric to Contemporary**
3 credit(s); Meets CLE req of Arts/Humanities
Instructor: Eliason, Lois Munemitsu
Description: This course surveys major monuments and trends in the history of art from the prehistoric to the present time periods. By focusing on works from select western cultures and time periods, students will gain an understanding of the discipline of art history as well as the importance of art as a cultural artifact that reveals a given society's collective conscience and value systems. In addition to the study of style, subject matter, and patronage of works of art, this class will be devoted to reconstructing artworks' original setting, which includes attention to religious, political, and social contexts and influences. A study of core value systems that transcend time and place will be illustrated by comparing canonical works of art from the western survey with imagery and trends from our contemporary visual culture.

**ArtH 1002W Why Art Matters**
4 credit(s); Meets CLE req of Writing Intensive
Instructor: DeLand, Lauren A
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. Introduction to history of topics that investigate power/importance of art both globally and in its diverse forms, from architecture and painting to video and prints. Sacred space, propaganda, the museum, art/gender, art/authority, tourism.
Style: 100% Web Based.
Grading: See attached syllabus
ArtH 1002W Why Art Matters
4 credit(s);Meets CLE req of Writing Intensive
Instructor: Myers, Ceri
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. Introduction to history of topics that investigate power/importance of art both globably and in its diverse forms, from architecture and painting to video and prints. Sacred space, propaganda, the museum, art/gender, art/authority, tourism.
Style: Online
Grading: See attached syllabus

ArtH 1004W Introduction to Asian Art
3 credit(s);Credit will not be granted if credit has been received for: ARTH 1004V;Meets CLE req of Writing Intensive
Instructor: Kim, Minku
Description: The survey aims to introduce the art and material culture of pre-20th century Asia with the exception of the Middle East. Select artistic traditions in South, Southeast, and East Asia are considered against their religious, socio-political, and other cultural contexts. Major themes include (1) the rise of civilizations, (2) the local, indigenous development of art forms, (3) the spread of Buddhism across the region, and (4) trans-regional and cross-cultural relations. Designed as a Writing Intensive (WI) curricular, students are to complete a writing project integrated with their fieldwork at the Minneapolis Institute of Arts.
Style: 100% Lecture. One-time fieldwork to the Minneapolis Institute of Arts (MIA) on extra hour
Grading: 15% mid exam, 15% final exam, 40% reports/papers, 30% attendance. Each absence to class meeting will mark down 1% off overall grade.
Exam Format: Slide identification plus short essay writing (Review questions will be prompted in advance, at least, two weeks before the exam date)

ArtH 3009 Medieval Art
3 credit(s);Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: Medieval Art This course focuses on Medieval art in Western Europe, from around 1000 to the mid-14th century, a new world of magnificent churches, sculptures of monsters and saints, precisely illustrated books, magnificent gold and stone statues, stained glass windows, and ivory carvings. Works from France, Spain, Germany, Italy, and England will be examined in their historical context, with particular attention paid to cross cultural relations, the development of completely new forms of art, and techniques and the processes of realization.

ArtH 3009 Medieval Art
3 credit(s);Meets CLE req of Arts/Humanities
Instructor: Bartoli, Roberta
Description: Medieval Art This course focuses on Medieval art in Western Europe, from around 1000 to the mid-14th century, a new world of magnificent churches, sculptures of monsters and saints, precisely illustrated books, magnificent gold and stone statues, stained glass windows, and ivory carvings. Works from France, Spain, Germany, Italy, and England will be examined in their historical context, with particular attention paid to cross cultural relations, the development of completely new forms of art, and techniques and the processes of realization.

ArtH 3152 Art and Archaeology of Ancient Greece
3 credit(s);Credit will not be granted if credit has been received for: CNES 3152;Meets CLE req of Historical Perspectives
Instructor: Rousseau, Vanessa
Description: Student may contact the instructor or department for information.

ArtH 3205 Pre-Columbian Art of the Americas
3 credit(s);Credit will not be granted if credit has been received for: RELS 3322;Meets CLE req of Arts/Humanities
Instructor: Afanador-Pujol, Angelica J
Description: This course introduces students to the art history of indigenous peoples from Mexico, Central America, and South America before the arrival of Europeans. We will study their prolific artistic production starting with their earthworks in the deserts of Peru and ending with their stone pyramids and painted codices of Guatemala and Mexico. We will critically analyze how these cultures produced, shaped, and used art to shape the world around them. This class will equip you with the tools to investigate Pre-Columbian art at more advanced levels.
Grading: 20% mid exam, 25% final exam, 30% reports/papers, 15% special projects, 10% class participation.
Exam Format: In-class essays

ArtH 3312 European Art of the Eighteenth Century: Rococo to Revolution
ArtH 3422 Off the Wall: History of Graphic Arts in Europe and America in the Modern Age
4 credit(s);
Instructor: Weisberg, Gabriel
Description: An examination of all the pertinent graphic arts movements from the end of the eighteenth century to 1980. Special emphasis is placed on the social context of each tendency, the political ramifications of a given artist's stance, and the ways in which the graphic arts reflected and responded to societal implications. The course examines caricature, political satire, the emergence of new print techniques (e.g., color lithography), the value of the poster as an advertising medium and design issues in the 20th century. Audience: all interested undergraduates from all humanities disciplines. Textbooks: Linda C. Hults, “The Print in the Western World: An Introductory History,” Madison, WI: University of Wisconsin Press, 1996 and Robert Goldstein, "Censorship in Political Caricature in Nineteenth Century France," Kent State University Press, 1989.
Style: 90% Lecture, 10% Discussion.
Grading: 25% mid exam, 45% final exam, 30% reports/papers.
Exam Format: Slide exam

ArtH 3464 Art Since 1945
4 credit(s); Meets CLE req of Historical Perspectives
Instructor: Blocker, Jane M
Description: This course examines artists, artistic movements and aesthetic theories dominant since the end of WWII when Western modernist artistic production, influenced by global capital, shifted to the United States. The course considers the relationship between the post-war ascendency of the U.S.--economically, politically, and militarily--and the debate about nationalism in art. It looks at how art and the role of the artist are challenged by the contradictory demands for both social critique and profit. It questions the relationship between what Cornel West has called "the end of the age of Europe," postcolonialism, multiculturalism, and the globalized art market. Students broaden and clarify their understanding of modernism and postmodernism. They read both an historical survey text and from a collection of primary texts on art theories of the period. Classes are structured around course readings and lectures.
Style: 70% Lecture, 30% Discussion.
Grading: 30% mid exam, 30% final exam, 10% class participation, 30% other evaluation. Second midterm
Exam Format: In class portion and take-home essay portion.

ArtH 3484 The Art of Picasso and the Modern Movement
4 credit(s);
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 3577 Photo Nation: Photography in America
3 credit(s); Meets CLE req of Arts/Humanities
Instructor: Marshall PhD, Jennifer Jane
Description: Development of photography in the U.S., from 19th century to present. Topics include: portraits and photo albums in American culture, birth of modern criminal justice system and the cult of celebrity; politics of aesthetics and the defense of photography as a legitimate art form; race and gender in photography; the documentary aesthetic. Major theme: how has American identity been shaped by photographs?

ArtH 3655 African-American Cinema
3 credit(s); Credit will not be granted if credit has been received for: AFRO 4655; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Wright, John S
Description: This course, co-taught by John Wright from the Department of African American & African Studies, and Robert Silberman, Department of Art History, examines film representations of the African American experience. It features films by both African American directors (Oscar Micheaux, Gordon Parks, Julie Dash, Spike Lee, Haile Gerima, etc.) and directors who are not African American (Dudley Murphy, Otto Preminger, Michael Roemer, etc.). Among the films to be
viewed are Within Our Gates, The Emperor Jones, Nothing But a Man, The Learning Tree, Sankofa, Superfly, Daughters of the Dust, and Malcolm X. The course follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on DVD. Short papers and film responses will be assigned throughout the class. There will be a term paper (6-8 pages) and take-home mid-term and final exams.

ArtH 3655 African-American Cinema

3 credit(s); Credit will not be granted if credit has been received for: AFRO 4655; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US

Instructor: Silberman, Robert B

Description: This course, co-taught by John Wright from the Department of African American & African Studies, and Robert Silberman, Department of Art History, examines film representations of the African American experience. It features films by both African American directors (Oscar Micheaux, Gordon Parks, Julie Dash, Spike Lee, Haile Gerima, etc.) and directors who are not African American (Dudley Murphy, Otto Preminger, Michael Roemer, etc.). Among the films to be viewed are Within Our Gates, The Emperor Jones, Nothing But a Man, The Learning Tree, Sankofa, Superfly, Daughters of the Dust, and Malcolm X. The course follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on DVD. Short papers and film responses will be assigned throughout the class. There will be a term paper (6-8 pages) and take-home mid-term and final exams.

ArtH 3921W Art of the Film

4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive

Instructor: Silberman, Robert B

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

Style: 50% Lecture, 30% Film/Video, 20% Discussion.

Grading: 25% mid exam, 35% final exam, 40% reports/papers. Attendance (for lectures and discussion sections) and participation (in discussion sections) may affect the final grade.

Exam Format: Short answer (terminology and concepts; lecture and reading information), film clip ID (brief analysis), essay.

ArtH 3975 Directed Museum Experience

1-2 credit(s), max credits 2, 1 completion allowed;

Instructor: STAFF

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

Style: On-site internship.

Grading: Grade (S-N) recommended by intern supervisor.

ArtH 3993 Directed Study

A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;

Instructor: Asher, Catherine B

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

ArtH 3993 Directed Study

A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;

Instructor: Weisberg, Gabriel

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

ArtH 3993 Directed Study

A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;

Instructor: Asher, Frederick M

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

ArtH 3993 Directed Study

A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;

Instructor: Silberman, Robert B
ArtH 3993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Blocker, Jane M
Description: Student may contact the instructor or department for information.

ArtH 3993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Gaudio, Michael
Description: Student may contact the instructor or department for information.

ArtH 3993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Ostrow, Steven F
Description: Student may contact the instructor or department for information.

ArtH 3993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Afanador-Pujol, Angelica J
Description: Student may contact the instructor or department for information.

ArtH 3993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Marshall PhD, Jennifer Jane
Description: Student may contact the instructor or department for information.

ArtH 3993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Canepa PhD, Matthew P.
Description: Student may contact the instructor or department for information.

ArtH 3993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Kim, Minku
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Asher, Catherine B
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Weisberg, Gabriel
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Asher, Frederick M
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Silberman, Robert B
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Blocker, Jane M
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Gaudio, Michael
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Ostrow, Steven F
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Afanador-Pujol, Angelica J
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Marshall, Jennifer Jane
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Canepa, Matthew P.
Description: Student may contact the instructor or department for information.

ArtH 3994 Directed Research
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Kim, Minku
Description: Student may contact the instructor or department for information.

ArtH 5325 Art of the Aztec Empire
3 credit(s); Credit will not be granted if credit has been received for: ANTH 5325;
Instructor: Afanador-Pujol, Angelica J
Description: This upper-division course is designed to provide interested students with a greater knowledge of the art and architecture of the Aztecs of Central Mexico from the time of their first appearance in the archaeological record until the Spanish invasion of Central Mexico in 1521. We will focus on some of the major problems confronting scholars and the different theoretical and methodological approaches taken to address them.

ArtH 5417 Twentieth Century Theory and Criticism
3 credit(s);
Instructor: Blocker, Jane M
Description: Student may contact the instructor or department for information.

ArtH 5422 Off the Wall: History of Graphic Arts in Europe and America in the Modern Age
4 credit(s);
Instructor: Weisberg, Gabriel
Description: ARTH 5422 is the same general course as 3422. Graduate students can enroll under this number with permission of the professor; the same applies for advanced undergraduate students. The only difference in requirements for the course is a research paper in addition to the exams.
Style: 90% Lecture, 10% Discussion.
Grading: 25% mid exam, 45% final exam, 30% reports/papers.
Exam Format: slide exam

ArtH 5484 The Art of Picasso and the Modern Movement
4 credit(s);
Instructor: Weisberg, Gabriel
Description: Student may contact the instructor or department for information.
ArtH 5575 Boom to Bust: American Art from the Roaring Twenties to the Great Depression
3 credit(s);
Instructor: Marshall PhD, Jennifer Jane
Description: Student may contact the instructor or department for information.

ArtH 5655 African American Cinema
3 credit(s);
Instructor: Wright, John S
Description: This course, co-taught by John Wright from the Department of African American & African Studies, and Robert Silberman, Department of Art History, examines film representations of the African American experience. It features films by both African American directors (Oscar Micheaux, Gordon Parks, Julie Dash, Spike Lee, Haile Gerima, etc.) and directors who are not African American (Dudley Murphy, Otto Preminger, Michael Roemer, etc.). Among the films to be viewed are Within Our Gates, The Emperor Jones, Nothing But a Man, The Learning Tree, Sankofa, Superfly, Daughters of the Dust, and Malcolm X. The course is appropriate for graduate students and advanced undergraduates. It follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on DVD. Short papers and film responses will be assigned throughout the class. A research term paper (10-12 pages for undergrads 15-20 pages for grads) must be completed at the end of the semester. There will be take-home mid-term and final exams.
Style: 50% Lecture, 50% Discussion.
Grading: 25% mid exam, 35% final exam, 40% reports/papers.
Exam Format: essay questions

ArtH 5655 African American Cinema
3 credit(s);
Instructor: Silberman, Robert B
Description: This course, co-taught by John Wright from the Department of African American & African Studies, and Robert Silberman, Department of Art History, examines film representations of the African American experience. It features films by both African American directors (Oscar Micheaux, Gordon Parks, Julie Dash, Spike Lee, Haile Gerima, etc.) and directors who are not African American (Dudley Murphy, Otto Preminger, Michael Roemer, etc.). Among the films to be viewed are Within Our Gates, The Emperor Jones, Nothing But a Man, The Learning Tree, Sankofa, Superfly, Daughters of the Dust, and Malcolm X. The course is appropriate for graduate students and advanced undergraduates. It follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on DVD. Short papers and film responses will be assigned throughout the class. A research term paper (10-12 pages for undergrads 15-20 pages for grads) must be completed at the end of the semester. There will be take-home mid-term and final exams.
Style: 50% Lecture, 50% Discussion.
Grading: 25% mid exam, 35% final exam, 40% reports/papers.
Exam Format: essay questions

ArtH 5765 Early Chinese Art
3 credit(s);
Instructor: Kim, Minku
Description: This course surveys the art and material culture of China from the Neolithic (ca. 5000-2000 BCE) to the early imperial period (221 BCE-906 CE), the latter of which spans from the unification of Qin (221-206 BCE) to the collapse of Tang (618-906 CE). With primary reference to archaeological evidence discovered in the recent decades, the course considers (1) cities and palaces, (2) tombs and ritual architecture, (3) trans-and intra-regional contacts, and (4) the rise of new media and technologies during that span of Chinese history. In addition, the second half of the course does distinctively discuss (5) the spread of Buddhist material culture (from the Indian subcontinent and through Central Asia) and its impact to the various Chinese lives. The survey mandates to promote a critical understanding of religious and socio-political context in early China, as manifested at the spectacular articles of its visual culture.
Style: 100% Lecture.
Grading: 20% mid exam, 20% final exam, 30% reports/papers, 30% attendance.
Exam Format: Short essay

ArtH 5950 Topics: Art History
3 credit(s), max credits 9, 3 completions allowed;
Instructor: LeFevre, Camille Lynn
Description: Student may contact the instructor or department for information.

ArtH 5950 Topics: Art History
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Wells, Peter S
ArtH 5950 Topics: Art History: The Avant-garde
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Scandura, Jani
Description: Student may contact the instructor or department for information.

ArtH 5950 Topics: Art History: Art in Fifteenth-Century Italy
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Bartoli, Roberta
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Asher, Catherine B
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Weisberg, Gabriel
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Asher, Frederick M
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Silberman, Robert B
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Blocker, Jane M
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Gaudio, Michael
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Ostrow, Steven F
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Afanador-Pujol, Angelica J
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Marshall PhD, Jennifer Jane
Description: Student may contact the instructor or department for information.
Instructor: Canepa PhD, Matthew P.
Description: Student may contact the instructor or department for information.

ArtH 5993 Directed Study
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Kim, Minku
Description: Student may contact the instructor or department for information.

Arts and Cultural Leadership  20 Ruttan Hall

ACL 5200 Trends and Impacts in Arts and Cultural Leadership
A-F only, 3 credit(s);
Instructor: Spehar, Kathleen Louise
Description: Student may contact the instructor or department for information.

Asian American Studies  214 Social Sciences Building

AAS 1101 Imagining Asian America
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Onishi, Yuichiro
Description: According to the recent U.S. Census, Asian Americans, including long-time residents and newcomers, are the second fastest growing racial/minority population in the United States. Asian immigrants and refugees now make up about half of the people immigrating to the United States. Their histories, cultures, and experiences are crucial to understanding both historical and contemporary formations of American citizenship, identities, and values. This course is an introduction to the field of Asian American Studies, an interdisciplinary field that uses histories, films, memoirs, and other texts to study how the history of Asian immigration to the United States has visibly shaped existing Asian American communities and identities, and how ?Asian America? is central to a more general understanding of American popular culture and public life.

AAS 3409W Asian American Women's Cultural Production
3 credit(s); Credit will not be granted if credit has been received for: GWSS 3409W; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Pu, Xiumei
Description: Who are Asian American women? How has such an identity been configured and reconfigured in the American context? What does it mean to be an Asian American woman in the United States? In what ways does Asian American women?s cultural production complicate, interrogate, and challenge dominant modes of knowledge production in an American context? To think through these questions, we will learn Asian American feminist theoretical frameworks pertaining to Asian American women?s cultural production. Theoretical study will be coupled with analysis of concrete examples of Asian American women?s cultural production in popular culture, literature, and fine arts. Required texts include Asian American Women: "the Frontiers Reader" by Linda Vo, "Compositional Subjects: Enfiguring Asian/American Women" by Laura Kang, and "Making More Waves: New Writing by Asian American Women" edited by Elaine H. Kim and Lilila V. Villanueva. In addition to these published readings, students are strongly encouraged to bring personal and family stories to the classroom for discussion. Throughout the semester, our discussion will focus on ways intersections of gender, race, class, sexuality, and spirituality influence Asian American women's cultural production and ways Asian American women's cultural production re/map these intersections. Class activities will include mini-lectures, group discussions, film screening, and project presentation.

AAS 3862 American Immigration History
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: HIST 3862; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives
Instructor: Lee, Erika
Description: The idea that the United States is a "nation of immigrants" is one of the fundamental premises of American history and popular culture. Yet Americans have always had a complicated relationship to actual immigrants and refugees in our communities. This course will examine the comparative history of immigration to and immigrants in America. We will begin in the colonial era when servants and slaves composed the bulk of early migration to America. They were followed by other immigrants from Europe who sought both refuge and economic opportunity. Immigration increased during the 'century of immigration' from 1830-1930 which witnessed the arrival of Europeans, Asians, and Latin Americans who worked in the country's factories and farms and helped turn the United States into a global economic power. Since World War Two, new immigrants and refugees have arrived from Asia, Latin America, and Africa. They have come at a time of increasing immigration regulation, and more recently, during a time when Americans have engaged in a new and divisive debate over immigration. Following the historical outline of the course, we will examine both the experiences of immigrants
in their homelands and in the United States and explore such topics as immigrant labor, families, immigration and gender, race, class, religion, and sexuality, immigration law, acculturation, changing American national identity, and the importance of immigration to the making of modern America. In comparing the past with the present, we will explicitly consider how America's past experiences with immigration inform contemporary social conflicts over diversity and social justice. Reading assignments will include primary sources, autobiographies, and historical scholarship. We will also use the internet and films to complement lectures and class discussions. This course has been submitted to the University's LE committee and we anticipate approval for both Historical Perspectives and Diversity and Social Justice Liberal Education requirement themes beginning Spring 2012.

**Style:** 50% Lecture, 10% Film/Video, 30% Discussion.

**Grading:** 60% reports/papers, 20% special projects, 20% class participation.

---

**AAS 3920 Topics in Asian American Studies: Hmong Refugees from the Secret War**

3 credit(s), max credits 8;

**Instructor:** Lee, Mai Na M.

**Description:** This course examines the history of Hmong Americans during the last 35 years since American withdrawal from Vietnam and Communist victory in 1975. As the US rebuilds relations with Vietnam and the Lao PDR, Hmong Americans focused on socio-economic, political, and religious integration. The older generation of exiled leaders centered on transnational politics and retaking Laos while the younger generation concentrated on integration, civil rights, and political activism in the US. Generational gaps, gender changes, economic challenges, and linguistic and cultural survival become central issues. Grading is based on two midterms, discussions/class assignments, a critical paper, one newspaper report, one research paper & presentation, and a final exam.

**Style:** 15% Lecture, 10% Film/Video, 55% Discussion, 10% Small Group Activities, 10% Student Presentation.

---

**AAS 3920 Topics in Asian American Studies: Asian American Health and Research II**

3 credit(s), max credits 8;

**Instructor:** Kwon, Melissa

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

---

**AAS 5920 Topics in Asian American Studies: Asian American Health and Research II**

3 credit(s), max credits 8, 3 completions allowed;

**Instructor:** Kwon, Melissa

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

---

Asian Languages and Literatures 220 Folwell Hall

---

**ALL 3261W Writing (in) East Asian Cultures: From Oracle Bones to Tattoos**

3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive

**Instructor:** Allen, Joseph R

**Description:** This course is an introduction to the history, physical context, cultural practice and contemporary conditions of writing hanzi/kanji/hanja (Chinese ?characters?) in Chinese, Japanese, and Korean cultures. We will first investigate the nature of the Chinese script in historical and cultural terms, including its earliest manifestations and contemporary forms. We will first review the history of writing in East Asia: the early spread of the Chinese script system throughout the region, its adaptation to local vernaculars, followed by the development of vernacular syllabary (the kana systems for Japan, Hangul for Korea, and zhuyinfuhao for China). Our main focus will be on sites and practices where writing of Chinese characters takes on a particularly high cultural value; from oracle-bone writing in China, calligraphy in the region, modern printing, and contemporary advertising and global uses, such as in the popular culture of tattooing.

---

**ALL 3265W The Fantastic in East Asia: Ghosts, Foxes, and the Alien**

3 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive

**Instructor:** Rouzer, Paul F

**Description:** An investigation into aspects of the weird, the strange, and the fantastic in premodern and modern narrative in East Asia. In comparison to Western conceptions of the Fantastic and the Supernatural, we will look at what the &quot;strange&quot; might mean in a culture that does not share the same cultural and religious assumptions as the West. For example, what defines the human and the non-human? What role do gender presumptions play in constructing a fantastic Other? What impact do the cosmology and the soteriology of Buddhism have in this world? Also, how does this perspective affect how the modern Fantastic manifests itself in China and Japan - particularly in film and anime?

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 30% final exam, 60% reports/papers, 10% class participation.

**Exam Format:** Take home; short answer.

---

**ALL 3336 Revolution and Modernity in Chinese Literature and Culture**
ALL 3356W Chinese Film
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
Instructor: Staff
Description: The course will place these filmic texts in the sociocultural and historical contexts in which they were created and examine their relationship to ongoing cultural production in greater China over the past century. It is anticipated that through studying film in this way, students in this class will acquire a working knowledge of a range of key issues in Chinese society over the last century—a period that has seen multiple transformations in nearly every area of life from politics and economics, to culture, art, and ideology.

ALL 3441W Japanese Theater
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
Instructor: Isaka, Maki
Description: Japanese theater has been enriched with its diverse traditions. For example, the premorden period (through the late nineteenth century) saw the completion of the famous trio: Noh (medieval all male theater of dancing and chanting), Kabuki (all male theater with the spirit of kabuku ["queer, weird, crazy," etc.]), and Bunraku (another all male theater of puppetry and narration that competed with kabuki for popularity). In turn, the twentieth century saw the birth of the all-female Takarazuka revue, modern Japanese theater, Butoh, and so forth. We will first explore the premorden trio in various contexts: acting, training, script, society, or what have you. By doing so, we will also learn how theater practitioners have contributed to the formation of some "philosophical" concepts of importance in Japan: body, gender, knowledge creation and transmission, etc. We will also pay attention to their theatrical and theoretical continuity and discontinuity in modern times (the late nineteenth century onward), when studying Takarazuka, Butoh, and the like. This course also fulfills the Liberal Education requirements of "Arts/Humanities" and "Writing Intensive." Writing, revising, and class workshops about writing will be an integral part of the class. This course is open to anyone with an interest. No previous knowledge of Japanese studies or theater studies is required. No reading knowledge of Japanese is required; all of the readings will be available in English. Audio-visual materials will be used whenever available and appropriate.

ALL 3456 Japanese Film
3 credit(s); Meets CLE req of Global Perspectives
Instructor: Marran, Christine L
Description: This course introduces students to key issues in postwar Japanese cinema, focusing on formal, cultural and ideological dimensions in the films of Ozu, Kurosawa, Mizoguchi, Oshima, and other major filmmakers. We will acquire the critical tools to talk about film while acquainting ourselves with the historical movements within Japanese film history. The texts specifically on Japanese cinema and history will provide the basis for cultural specificity in our analysis. Film grammar references will aid our discussions and analysis of formal and stylistic elements.
Style: 50% Lecture, 25% Film/Video, 25% Discussion.
Grading: 20% mid exam, 40% final exam, 20% special projects, 20% written homework.

ALL 3457 War and Peace in Japan Through Popular Culture
A-F only, 4 credit(s); Credit will not be granted if credit has been received for: HIST 3476;
Instructor: Mizuno, Hiromi
Description: This history course examines issues related to war and peace in twentieth-century Japan by using animation films and comics. The course is divided into two separate parts. The first looks at how animation was used for war propaganda during WWII in Japan and its then enemy country, the US. The second part explores three key issues that have defined discourse of war and peace in postwar Japan: 1) memory of WWII; 2) the pacifist Constitution; and 3) national security and Self-Defense Force (SDF). We will be reviewing films every two weeks or so. There will be a brief lecture for each film and theme. No prerequisite. This is not a history of anime or manga.
Style: 30% Lecture, 30% Discussion. Film viewing.
Grading: 55% reports/papers, 25% class participation, 20% other evaluation. Film and comics analysis assignment.
Exam Format: essay.
ALL 3556 Korean Film
3 credit(s);
Instructor: Workman, Travis
Description: Student may contact the instructor or department for information.

ALL 3920 Topics in Asian Culture: The Cultures of the Silk Road
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Bashiri, Iraj
Description: The cultures of the Silk Road flourished in present-day Central Asia, Afghanistan, and Iran after the invasion of Alexander the Great. In time, the Road became the hub of activity, especially under the Sassanids and, later, under the Mongols. Even after the discovery of the sea routes made the movement of goods by caravans less profitable, Sufis and merchants continued to enhance the religious, social, political, and literary aspects of the region. Since the fall of the Soviet Union, there has been an attempt at reviving the Silk Road by creating an international network of scholarship about the Silk Road supported by the region's centers of learning and prominent international banks. The potential for the exchange of ideas across cultures for creating a better world is as promising a notion today as it was real in medieval times. The course is devised to acquaint students with the dynamics of the Silk Road, both in medieval and contemporary times. It equips them with the necessary information to understand, interpret, and accept ideas and actions that, on the surface, might appear alien and often unacceptable. The course emphasizes the contributions of the cultures of Central Asia, Afghanistan, and Iran to world civilization.

ALL 3920 Topics in Asian Culture: North Korea (DPRK): History, Literature, Film
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Workman, Travis
Description: In this course we learn how to interpret critically the literature, film, and media produced within and about the Democratic People's Republic of Korea, from its establishment in 1948 to the present day. We focus on the ways that literature and visual culture create and recreate "North Korea" as a fantasy space. Within the country, literature, popular films, and propaganda have created fantasies of revolutionary consciousness, real-existing socialism, state subjectivity, national autonomy, Party loyalty, caring leadership, ethnic purity, and the moral righteousness of everyday citizens in the face of imperialist and class enemies. Outside, the country has often served as an unknown territory that inspires fear, hope, resentment, military posturing, and laughter: the Red Scare images of the Cold War and Korean War, postwar memories and contemporary hopes for reunification in South Korea, Black Panther political interest in the 1960s, fictional portrayals of North Korean spies, the consumption of refugee and defector narratives, fascination with communist kitsch, Juche thought reading groups and web-based networks, apocalyptic fantasies of nuclear destruction, South Park and CNN renditions of dictatorship, political science think tank culture, and the attempts of concerned documentarians to capture the "truth" of the country. In order to develop a practice of interpreting critically these many representations of "North Korea," this course will cover the fundamentals of DPRK history, literature, film, and propaganda while also reading outside perspectives. Its primary texts will include: fiction by writers like Han Sorya, Yi Ki-yong, Hong Myong-hui, Kang Ch'ol-hwan, and Kim Young-ha, films like Tale of 15 Children, Girls in My Hometown, Traces of Life, Hong Kil-dong, The Hand of Destiny, The Game of Their Lives, and The Flower Girl, political essays by Kim Il-sung and Eldridge Cleaver, Kim Jong-il's writings on cinema, theoretical discussions of the work of fantasy, and contemporary media from South Korea, the United States, and Japan.
Style: 50% Lecture, 25% Film/Video, 25% Discussion.
Grading: 30% mid exam, 10% class participation. 20% bi-weekly responses, 40% final paper

ALL 3920 Topics in Asian Culture: Envisioning Muslims: The Middle Ages and Today
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Heng, Geraldine
Description: Our course will survey how Muslims are represented in the dominant cultural media of two important periods: the period known in the West as the European Middle Ages -- a time in which Europe first became conscious of Muslims through Islamic invasions, multiple forms of cultural contact and negotiation, and the international wars known as ?the Crusades? -- and in the contemporary world of the 20th and 21st centuries, when Muslims have, once again, become prominent in the Western imagination. In the medieval period, we will read selections from European chronicles and romances, a Byzantine biography, Arab histories and biographies, and other cultural media, including illustrations and maps, to see how Europeans envisioned Muslims, and how Muslims envisioned themselves. In the contemporary period, we will view clips from digital media representing several genres -- silent film, Hollywood action adventure movies, biographies, television comedy, musicals, Disney animation -- to see how, and if, modern representations of Muslims differ from pre-modern representations. We will also view how Muslims represent themselves in digital media, including the Palestinian film, ?Paradise Now?, clips from Youssef Chahine's ?Saladin? and the Axis of Evil comedy tour. Course requirements: a term paper of at least 12 pages (50%), 1 or 2 in-class presentations (30%), attendance and active participation (20%). Texts listed here are suggestive, not final. All pre-modern texts read in modern English translation. TEXTS (tentative) E. Said, Orientalism (selections); J. Shaheen (selections); autobiography of Usamah Ibn Fadlan; Journey to Russia Ibn Jubayr (selections); Bernard Lewis; Robert Pape (selections); Richard Coer de Lyon Beha ad-Din; Biography of Saladin Marco Polo; Mandeville's Travels (selections); Sultan of Babylon DIGITAL MEDIA (tentative)
Envisioning Muslims? (M. Sanders); Educating Muslims? (J. Henson); Caramel; The Kingdom; Paradise Now; Lawrence of Arabia; Saladin (Chahine); Kingdom of Heaven; The 13th Warrior; Axis of Evil comedy tour. [Chahine’s "Saladin" has English subtitles.]

ALL 3920 Topics in Asian Culture: Exploring India: Languages, Literature, and Film
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Hong, Sungok
Description: This is a survey course of the culture of Indian languages, including as seen through literature and film. This course will explore the languages of India from genealogical, linguistic, typological, historical and sociological perspectives. We will explore the literatures of several main South Asian languages with a focus on Hindi - Urdu literatures and film, considering their origins, periodization, and names during each period. We will also examine the important writers and their representative work along with the literary trends and influences, including political, social, and cultural situations which helped to shape the writers and their work. Indian films, including those based on literature, have attained a very special place in the lives of Indian people as an important means of entertainment, reaching a larger audience that will not or cannot read the original work. The second half of this course will be spent on screening selected Hindi/Urdu films and discussing themes and messages that the writers try to convey to readers/audiences, and any cultural or social issues that need to be addressed. Students will have a chance to read English translations of some of the selected Hindi/Urdu works.

ALL 3990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Allen, Joseph R
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses.
Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 3990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Isaka, Maki
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses.
Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 3990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Marran, Christine L
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses.
Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 3990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Rouzer, Paul F
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses.
Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations.

ALL 3990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Workman, Travis
Description: Student may contact the instructor or department for information.

ALL 4900W Major Project
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Durham-Shapiro, Emily
Description: Student may contact the instructor or department for information.

ALL 5920 Topics in Asian Culture: Cinematic Ecologies in World Cinema
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Marran, Christine L
Description: Ecocriticism is a growing field in literary studies, but only recently has film become a focus within environmental humanities. This course is designed to explore the filmic expression of ecopolitical relationships among
human and nonhuman subjects in western and Asian cinema. Students will view and discuss a range of genres including experimental, mainstream, and documentary film and familiarize themselves with recent theories of film criticism that engage questions concerning humanism and the expression of ecological and biological relations among beings in visual culture. Some topics to be address include but are not limited to: ecocritical theory for visual culture; biopolitics in film; animal bodies and eyes in cinema; anthropomorphism, zoomorphism and plasmaticity in film; catastrophe and contamination in visual culture; insects and media.

ALL 5920 Topics in Asian Culture: Early Chinese Art
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Kim, Minku
Description: This course surveys the art and material culture of China from the Neolithic (ca. 5000-2000 BCE) to the early imperial period (221 BCE-906 CE), the latter of which spans from the unification of Qin (221-206 BCE) to the collapse of Tang (618-906 CE). With primary reference to archaeological evidence discovered in the recent decades, the course considers (1) cities and palaces, (2) tombs and ritual architecture, (3) trans-and intra-regional contacts, and (4) the rise of new media and technologies during that span of Chinese history. In addition, the second half of the course does distinctively discuss (5) the spread of Buddhist material culture (from the Indian subcontinent and through Central Asia) and its impact to the various Chinese lives. The survey mandates to promote a critical understanding of religious and sociopolitical context in early China, as manifested at the spectacular articles of its visual culture.
Style: 100% Lecture.
Grading: 20% mid exam, 20% final exam, 30% reports/papers, 30% attendance.
Exam Format: Short essay

ALL 5990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Cho, Hangtae
Description: Student may contact the instructor or department for information.

ALL 5990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
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
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Isaka, Maki
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Marran, Christine L
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Rouzer, Paul F
Description: Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

ALL 5990 Directed Study
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Workman, Travis
ALL 8920 Topics in Asian culture: "Gendering" in Premodern Japan: AnOther Philosophy
S-N only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Isaka, Maki
Description: Student may contact the instructor or department for information.

ALL 8920 Topics in Asian culture: ALCM Seminar
S-N only, 1 credit(s), max credits 9, 3 completions allowed;
Instructor: Workman, Travis
Description: Student may contact the instructor or department for information.

ALL 8990 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Allen, Joseph R
Description: Student may contact the instructor or department for information.

ALL 8990 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Isaka, Maki
Description: Student may contact the instructor or department for information.

ALL 8990 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Marran, Christine L
Description: Student may contact the instructor or department for information.

ALL 8990 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Rouzer, Paul F
Description: Student may contact the instructor or department for information.

ALL 8990 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Workman, Travis
Description: Student may contact the instructor or department for information.

Astronomy 356 Tate Laboratory of Physics

Ast 1001 Exploring the Universe
4 credit(s); Credit will not be granted if credit has been received for: AST 1011H; Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Humphreys, Roberta M
Description: This course is a scientific exploration of the human place in the universe. We study the origin and history of the Universe and the formation of the Earth and the solar system. We compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. This course includes study of the properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course covers exciting contemporary topics such as black holes, the expansion of the universe and the search for extra-terrestrial life. Although largely descriptive, the course will occasionally require the use of junior high level math. This course is intended for non-science majors; no science background is necessary. IT students should take Ast 1011H.
Style: 50% Lecture, 10% Discussion, 40% Laboratory.
Grading: 32% mid exam, 30% final exam, 14% special projects, 24% laboratory evaluation.
Exam Format: Multiple choice + essay or short answer.
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. Although largely descriptive, the course will occasionally require the use of junior-high level mathematics. Lectures are
two days a week; on a third day each week two hours are spent in small groups working on a lab project. This course is
intended for non-science majors; no science background is necessary. IT students should take AST 1011H. Course meets
concurrently with AST 1005.

**Ast 1001 Exploring the Universe**

*4 credit(s)*; Credit will not be granted if credit has been received for: AST 1011H; Meets CLE req of Environment; meets CLE req of Physical Sciences
**Instructor:** Woodward, Charles E
**Description:** This course is a scientific exploration of the human place in the universe. We study the origin and history of
the Universe and the formation of the Earth and the solar system. We compare the Earth's properties with those of the
other planets and explore how the heavens have influenced human thought and action. This course includes study of the
properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course
covers exciting contemporary topics such as black holes, the expansion of the universe and the search for extra-terrestrial
life. Although largely descriptive, the course will occasionally require the use of junior high level math. Lectures are two
days per week (75 minutes/class meeting); on a third day each week two hours are spent in small groups working on a lab
project. This course is intended for non-science majors: no science background is necessary. IT students should take Ast
1011H.
**Style:** 50% Lecture, 10% Discussion, 40% Laboratory.
**Grading:** 32% mid exam, 30% final exam, 14% special projects, 24% laboratory evaluation.
**Exam Format:** Multiple choice, short answer, essay.

**Ast 1005 Descriptive Astronomy**

*3 credit(s)*; non-science major Credit will not be granted if credit has been received for: AST 1001;
**Instructor:** Davidson, Kris
**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 how the study of the heavens has
influence human thought and action. This 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.
**Style:** 85% Lecture, 15% Discussion.
**Grading:** 60% mid exam, 40% final exam.
**Exam Format:** A combination of multiple choice, short answer, and/or essay.

**Ast 1011H Exploring the Universe, Honors**

*A-F only, 4 credit(s)*; High school trigonometry, [high school physics or chemistry] Credit will not be granted if
credit has been received for: AST 1001; Meets CLE req of Environment; meets CLE req of Physical Sciences
**Instructor:** Woodward, Paul R
**Description:** This is the honors version (more mathematical) of AST 1001, which is our introductory course in Astronomy
and Astrophysics. This course is a scientific exploration of the human place in the universe. We study the origin and history
of the universe and the formation of the Earth and the solar system. We compare how the study of the heavens has
influence human thought and action. This course includes study of the properties of light and matter and the tools
astronomers use to measure radiation from celestial sources. The course also covers exciting contemporary topics such as
black holes, the expansion of the universe and the search for extraterrestrial life. Although largely descriptive, the course
will occasionally require the use of junior high level mathematics. This course has both a lecture AND lab component.
**Style:** 50% Lecture, 40% Laboratory.
**Grading:** 32% mid exam, 30% final exam, 14% special projects, 24% laboratory evaluation.
**Exam Format:** A possible combination of multiple-choice, short-answer and/or essay questions.
Ast 1905 Freshman Seminar: Cosmic Catastrophes
OPT No Aud, 2 credit(s);
Instructor: Rudnick, Lawrence
Description: Cosmic Catastrophes: Bored with life's everyday perils? Let's explore some bigger ones instead - planetary-sized nightmares, genuine dangers out there in the universe. Everyone has heard of asteroid impacts, but do you know how many awful things they can do? How hard is it to fend off an approaching comet? On a galactic scale, how often do planets like ours get fried by GRBs? How much should the insurance company charge for supernova coverage? In this course we'll investigate at least six real astronomical threats to civilization, some of which have actually occurred in the past.
Style: 75% Discussion, 25% Student Presentation.
Grading: 40% reports/papers, 20% special projects, 20% in-class presentation, 20% class participation.

Ast 1905 Freshman Seminar: Nothing
OPT No Aud, 2 credit(s);
Instructor: Rudnick, Lawrence
Description: Nothing: Is nothing too wonderful to be true, as the great 18th century physicist Michael Faraday pondered? Following the Bard, in this seminar we will make much ado about "nothing." From the birth of the Universe ex nihilo, to the philosophies that find meaning in nothing, to the tangled history of zero over the centuries, to our beginnings as seen by theologies when even nothing was not. In our journey through the teeming vacuum, "nothing" is sacred, and will be both ventured and gained. Caution is advised, however, in telling people that you've signed up for "nothing"!
Style: 50% Discussion, 25% Student Presentation, 25% Guest Speakers.
Grading: 40% reports/papers, 20% special projects, 20% in-class presentation, 20% class participation.

Ast 2001 Introduction to Astrophysics
4 credit(s);
Instructor: Gehrz, Robert Douglas
Description: This is an introductory course for astronomy and astrophysics majors. You will be introduced to a broad range of topics in modern astrophysics, with an emphasis on how we measure astrophysical quantities and how we learn what these observations tell us about the physics of the universe. By the end of this class you will have a much greater facility with elementary theoretical calculations and making the kind of order of magnitude estimates that often guide work of scientists and engineers. The ultimate objective of the course is to give you the basic tools that you will need to read the current literature on astrophysics with a basic level of understanding.
Style: 50% Lecture, 20% Film/Video, 15% Discussion, 15% Demonstration.
Grading: 40% mid exam, 30% final exam, 30% problem solving.
Exam Format: Short answer and/or essay.

Ast 2990 Directed Studies
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: STAFF
Description: Independent, directed study in observational and theoretical astrophysics. Arrange with a faculty member.

Ast 4002 Astrophysics II
A-F only, 4 credit(s);
Instructor: Williams, Lillya L R
Description: Galaxies, structure and evolution, active galaxies. Clusters of galaxies, introductory cosmology.
Style: 30% Lecture, 50% Discussion. Student-led presentations and homework discussions.
Grading: 20% reports/papers, 15% in-class presentation, 45% class participation, 20% problem solving.

Ast 4299H Senior Honors Astrophysics Research Seminar
1 credit(s), max credits 2, 1 completion allowed;
Instructor: STAFF
Description: An honors opportunity for upper division astronomy and astrophysics majors in the honors program. Based on our departmental research. Students are expected to attend weekly department seminars where current research is described. They will be asked to write short reports 2/3 of the talks during the semester.
Style: 100% Lecture.
Grading: 100% reports/papers.

Ast 4990 Directed Studies
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: STAFF
Description: Independent, directed study in observational and theoretical astrophysics. Arrange with a faculty member.
Ast 4994W Directed Research
3-5 credit(s), max credits 5, 1 completion allowed; Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Independent research in observational or theoretical astrophysics. Senior Thesis for undergraduate astrophysics majors. Arrange with faculty member.

Ast 5201 Methods of Experimental Astrophysics
4 credit(s);
Instructor: Jones, Terry J
Description: Students in this course study the techniques and technologies associated with astronomical observations, including detector technologies, observing techniques, optics, and data reduction and analysis. Students will use the University's O'Brien Observatory to make astronomical observations that are then analyzed with the goal of producing quantitative results.
Style: 80% Lecture, 20% Laboratory.
Grading: 25% special projects, 25% in-class presentation. 50% exams
Exam Format: Written

Ast 8011 High Energy Astrophysics
4 credit(s);
Instructor: Jones, Thomas Walter
Description: This course explores the nature of some of the most energetic phenomena in the universe, such as supernova, gamma ray bursts, quasars and accreting compact binary star systems. All of these phenomena come from very compact systems of high gravitational potential. Many of them also produce very high energy charged particles (cosmic rays) and energetic photons. Consequently, the first part of the course is a lecture-based overview of the essential physics of compact astrophysical objects, (primitive) general relativity, and particle acceleration. The remainder of the course is a seminar-based exploration of selected topics in the current, working literature of high energy astrophysics. Students are expected to lead seminar discussions. The course assumes a senior level physics background and an interest in astrophysics, but not necessarily a sophisticated knowledge of astronomy.
Style: 33% Lecture, 67% Discussion.
Grading: 25% mid exam, 25% in-class presentation, 25% class participation, 25% problem solving.

Ast 8110 Topics in Astrophysics: Cosmic Reionization
4 credit(s), max credits 4, 1 completion allowed;
Instructor: Scarlata, Claudia Maria
Description: Student may contact the instructor or department for information.

Ast 8200 Astrophysics Seminar
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Woodward, Paul R
Description: Student may contact the instructor or department for information.

Biochemistry 140 Gortner Lab of Biochemistry

BioC 2011 Biochemistry for the Agricultural and Health Sciences
3 credit(s);
Instructor: Armitage, Ian MacLeod
Description: Purpose: To survey the fundamentals of chemistry and biochemistry as they apply to the organization, function and regulation of living systems, especially humans. Course Content: This course will review key elements of general chemistry and will introduce you to the disciplines of organic and biochemistry. Lectures in combination with readings in the textbooks will begin with components of general chemistry that are critical for an understanding of biochemistry. This will be followed by a review of organic chemistry principles and structures, again with a focus on material that is most important for an understanding of biochemistry. The last half of the course will be concerned with the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of chemical equilibria, enzyme catalysis, and bioenergetics; fundamental metabolic pathways; and the chemical nature of genetic information storage and transmission. The ultimate objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare you to comprehend the composition of living cells and their physiological processes at the molecular level. Required Textbook: Fundamentals of General, Organic & Biological Chemistry, 6th Edition, by McMurry/Castellion/Ballantine/Hoeger/Peterson Prentice-Education, Inc. 2007. This textbook is available for purchase at Books Underground, 7 Student Center, St. Paul campus and Coffman Memorial Union Bookstore, Minneapolis campus. Please check with instructor about the use of earlier additions. The text is also available on Amazon.com for a reduced price relative to the bookstore. If you elect this route a new or used copy with or without the MasteringChemistry Access Card can be ordered. At the end of the semester the book can easily be sold back on Amazon.com for little net loss.
**BioC 2331 Chemical Mechanisms in Biology**

A-F only, 3 credit(s);
Instructor: Nelsestuen, Gary L

**Description:** Students in this course will learn organic structure, properties and chemical mechanism as they apply to biological systems. This theoretical approach is specifically designed to prepare students for subsequent courses in biochemistry. It will empower students to understand and even predict metabolic conversions, biodegradation and other biology-specific aspects of chemistry.

**Style:** 100% Lecture.
**Grading:** There are 4 exams and each exam is 25% of grade, totaling 100%

**Exam Format:** Short answer, write structures, solve problems, short essays

---

**BioC 3021 Biochemistry**

3 credit(s); [2331 or CHEM 2301, [BIOL 1002 or BIOL 1009 or BIOL 2003]] or instr consent Credit will not be granted if credit has been received for: BIOC 6021;
Instructor: Siliciano, Paul G

**Description:** This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.

**Style:** 100% Lecture.
**Grading:** 75% mid exam, 25% final exam.

**Exam Format:** Short answer, multiple choice, solve problems, short essays, write structures

---

**BioC 3021 Biochemistry**

3 credit(s); [2331 or CHEM 2301, [BIOL 1002 or BIOL 1009 or BIOL 2003]] or instr consent Credit will not be granted if credit has been received for: BIOC 6021;
Instructor: Laporte, David C

**Description:** This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.

**Style:** 100% Lecture.
**Grading:** 75% mid exam, 25% final exam.

**Exam Format:** Short answer, multiple choice, solve problems, short essays, write structures

---

**BioC 3021 Biochemistry**

3 credit(s); [2331 or CHEM 2301, [BIOL 1002 or BIOL 1009 or BIOL 2003]] or instr consent Credit will not be granted if credit has been received for: BIOC 6021;
Instructor: Roon, Robert J

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit “Class URL” for ODL policies, including fee and financial aid information. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level.

**Style:** Online
**Grading:** See attached syllabus

---

**BioC 3021 Biochemistry**

3 credit(s); [2331 or CHEM 2301, [BIOL 1002 or BIOL 1009 or BIOL 2003]] or instr consent Credit will not be granted if credit has been received for: BIOC 6021;
Instructor: Adolph, Kenneth W.

**Description:** This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for...
understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.

**Style:** 100% Lecture.  
**Grading:** 75% mid exam, 25% final exam.

**BioC 3321 Biochemistry**  
A-F only, 3 credit(s);  
**Instructor:** Prat-Resina,Xavier  
**Description:** Student may contact the instructor or department for information.

**BioC 3960 Research Topics in Biochemistry**  
S-N only, 1 credit(s), max credits 2;  
**Instructor:** Laporte,David C  
**Description:** The goal of Research Topics in Biochemistry is to expose students to a wide variety of cutting-edge research projects. The course will begin with a two-lecture introduction covering how to read scientific papers and the basic concepts of experimental design and analysis. Faculty from the BMBB Department will then give a series of presentations on cutting edge research. Each faculty member will give two presentations. The first will be a broad overview of a research area and the second will focus on a specific paper, dissecting all or part of it in detail.  
**Style:** 50% Lecture, 25% Discussion, 25% Small Group Activities.  
**Grading:** 50% written homework, 50% attendance.  
**Exam Format:** No Exam

**BioC 4025 Laboratory in Biochemistry**  
2 credit(s);  
**Instructor:** Lange,Alex John  
**Description:** Theory and practice of modern biochemical techniques including buffers and pH, protein (lactate dehydrogenase) purification, protein electrophoresis, enzyme characterization using kinetics and immunochemical methods, recombinant DNA techniques.  
**Style:** 40% Lecture, 60% Laboratory.  
**Grading:** 33% mid exam, 34% final exam, 33% quizzes.  
**Exam Format:** short answer and problems

**BioC 4325 Laboratory in Mass Spectrometry**  
S-N only, 1 credit(s);  
**Instructor:** Nelsestuen,Gary L  
**Description:** Students in this course will learn the theory and practice of Mass Spectrometry including sample purification and preparation, types of Mass Spec experiments and their applications, and data collection and analysis. Students will learn how Mass Spec data is used in conjunction with other experimental data to solve problems in biochemistry.  
**Style:** 40% Lecture, 40% Laboratory, 20% Student Presentation.  
**Grading:** The course is offered only on an S/N basis. Students will work in groups and give a presentation about their results. Successful completion of the lab exercises and presentation will constitute satisfactory work in the course.

**BioC 4331 Biochemistry I: Structure, Catalysis, and Metabolism in Biological Systems**  
4 credit(s);  
**Instructor:** Wilmot,Carrie M  
**Description:** "Biochemistry I: structure, catalysis, metabolism in biological systems." The first 14 lectures review basic chemical concepts and then discuss primary structure (amino acids and sequence), secondary structure (helices, sheet turns), tertiary structure (folding, three dimensional structure) and quaternary structure (subunits and their interactions) of proteins. The next 15 lectures deal with enzyme kinetics and mechanisms and binding interactions. The next 9 lectures discuss carbohydrates, lipid and membrane structures, transport processes. The final 19 lectures discuss metabolic pathways including, glycolysis, glycogen synthesis, the citric acid cycle, oxidative phosphorylation, amnio acid and nitrogen metabolism, and lipid synthesis and metabolism. Thermodynamic considerations are emphasized for all pathways. Most students in the class are expected to be Biochemistry majors.  
**Style:** 90% Lecture, 10% Discussion.  
**Grading:** 45% mid exam, 25% final exam, 20% quizzes, 10% problem solving.  
**Exam Format:** Combination of multiple choice, short answer and problem solving

**BioC 4332 Biochemistry II: Molecular Mechanisms of Signal Transduction and Gene Expression**
BioC 4521 Introduction to Physical Biochemistry
3 credit(s);
Instructor: Matsuo,Hiroshi
Description: The objective of this course is to introduce and develop the concepts of physical chemistry that are most important for biochemistry. Desired outcomes are for students to develop a basic understanding of how thermodynamics, kinetics, spectroscopy, and solution dynamics can be applied to biochemical problems, and to provide a background for those students who wish to pursue further study in physical biochemistry.
Style: 100% Lecture.
Grading: There are four exams, each worth 20%. In addition, 20% of the grade is determined by homework and class participation, including attendance.
Exam Format: Problem solving
BioC 5225 Graduate Laboratory in NMR Techniques
S-N only, 1 credit(s);
Instructor: Tata, Gopinath

BioC 5352 Biotechnology and Bioengineering for Biochemists
A-F only, 3 credit(s); [[3021 or 4331 or BIOL 3021 or or MICB 4111], [BIOL 3301 or MICB 3301]] or instr consent
Credit will not be granted if credit has been received for: MICB 5352;
Instructor: Schmidt-Dannert, Claudia

BioC 5444 Muscle
3 credit(s); 3021 or BIOL 3021 or 4331 or BIOL 4331 or PHSL 3061 or instr consent
Credit will not be granted if credit has been received for: PHSL 5444;
Instructor: Thomas, David D

BioC 5528 Spectroscopy and Kinetics
4 credit(s);
Instructor: Thomas, David D

BioC 5532 Macromolecular Crystallography II: Techniques and Applications
S-N only, 1 credit(s);
Instructor: Ohlendorf, Douglas Henry

BioC 5960 Special Topics in Biochemistry
A-F only, 3 credit(s);
Instructor: Wackett, Lawrence Philip

BioC 6021 Biochemistry
3 credit(s); general biology, organic chemistry, instr consent; intended for MBS students
Credit will not be granted if credit has been received for: BIOC 3021;
Instructor: Siliciano, Paul G
Description: This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.

Style: 100% Lecture.

Grading: 75% mid exam, 25% final exam.

Exam Format: Short answer, multiple choice, solve problems, short essays, write structures

BioC 6021 Biochemistry
3 credit(s); general biology, organic chemistry, instr consent; intended for MBS students
Credit will not be granted if credit has been received for: BIOC 3021;
Instructor: Laporte, David C

Description: This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.

Style: 100% Lecture.

Grading: 75% mid exam, 25% final exam.

Exam Format: Short answer, write structures, multiple choice, solve problems, short essays

BioC 6021 Biochemistry
3 credit(s); general biology, organic chemistry, instr consent; intended for MBS students
Credit will not be granted if credit has been received for: BIOC 3021;
Instructor: Roon, Robert J

Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level.

Style: Online

Grading: See attached syllabus

BioC 6021 Biochemistry
3 credit(s); general biology, organic chemistry, instr consent; intended for MBS students
Credit will not be granted if credit has been received for: BIOC 3021;
Instructor: Adolph, Kenneth W.

Description: This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332.

Style: 100% Lecture.

Grading: 75% mid exam, 25% final exam.

BioC 8084 Research and Literature Reports
S-N only, 1 credit(s), max credits 5, 5 completions allowed;
Instructor: Ohlendorf, Douglas Henry

Description: Student may contact DGS for information

BioC 8084 Research and Literature Reports
S-N only, 1 credit(s), max credits 5, 5 completions allowed;
Instructor: Schmidt-Dannert, Claudia

Description: Student may contact the instructor or department for information.
BioC 8184 Graduate Seminar
S-N only, 1 credit(s), max credits 5, 5 completions allowed;
Instructor: Lange, Alex John
Description: Student may contact DGS for information

BioC 8401 Ethics, Public Policy, and Careers in Molecular and Cellular Biology
S-N only, 1 credit(s), max credits 2;
Instructor: Bernlohr, David Allen
Description: Ethics of scientific investigation from viewpoint of western scientific enterprise. Relationship between science, culture, and public policies. Careers in molecular/cellular biology. Nontraditional career tracks. Invited speakers, case studies, small-group discussions, lectures.
Style: 30% Lecture, 25% Discussion, 10% Small Group Activities, 10% Student Presentation, 25% Guest Speakers.
Grading: 100% in-class presentation.

Bioethics, Center for N-504 Boynton Health Service

BTHX 5000 Topics in Bioethics
2 credit(s), max credits 8;
Instructor: Van Ness, Brian George
Description: Student may contact the instructor or department for information.

BTHX 5000 Topics in Bioethics: Emerging Technology and Society
3 credit(s), max credits 8;
Instructor: Kuzma, Jennifer
Description: The world is changing dramatically from the development and deployment of emerging technologies like biotechnology, nanotechnology, robotics, neurotechnology, and information technology. In turn, these technologies are shaped and influenced by social, political, and cultural factors. Arguably, the need to understand technology-society relationships has never been greater if ETs are to be appropriately governed to achieve visions of the future that are desirable. As such, this class will expose students to a variety of ways to conceptualize and study these relationships. Students will use multiple methodologies (e.g. case study research, future studies methods) and different disciplinary perspectives (e.g. law, policy sciences, ethics, sociology, humanities) to examine past, present, and future socio-technological systems, developments, and impacts. Core questions will include: What social, political, and cultural factors have influenced the development and use of emerging technologies in recent times? How have these technologies influenced society? How can the future impacts of technologies be better understood in the face of uncertainty? What can be done from a human perspective to control, manage, and guide emerging technologies in society? How can differing ideas about the role of ETs in society be critically examined and negotiated? How can policies or programs be designed to best utilize ETs for societal benefit while minimizing undesirable impacts or states of the world? Guest lectures and popular and scholarly writings on the ethical, legal, safety, social, cultural, and policy issues associated with emerging technologies will be used to introduce key topics and technological domains. Using this background and their own independent research, students will become active contributors to scholarship in this area by developing their own case study on a particular ET-society relationship. Under framings of case study, policy analysis, and future studies, they will develop multiple-module electronic-cases (including video, graphics, pictures, and written documents) that examine technology-society relationships and future options for governance. Upon completion of the course, students will have the opportunity to publish their e-cases on the Hubert Project and Initiative on Governance of Emerging Technologies (iGETs) websites. Through the course readings, discussion & lectures, and e-case project, students will gain expertise in studying ET-society relationships and skills in communicating about these relationships in accessible formats.

BTHX 5000 Topics in Bioethics: Dying in Contemporary Medical Culture
3 credit(s), max credits 8;
Instructor: Peden-McAlpine, Cynthia Jeanne
Description: This course examines how the concepts and social practices of dying and death in Western society have changed over time; the place of death in contemporary Western society; how various aspects of medicine, for example, the technological imperative, the research imperative, and palliative care shape current understandings of dying and death; euthanasia and assisted-suicide, as well as practical applications such as advance directives, further polices, and terminal sedation, among others. The course will draw on interdisciplinary literature to explore these issues. The goals of the course are to achieve a greater understanding of death and dying in contemporary society, to explore the ethics of dying, and to provide a space for reflection on one’s own death. 8000-level course will require additional work.

BTHX 5000 Topics in Bioethics: Dying in Contemporary Medical Culture
3 credit(s), max credits 8;
Instructor: Liaschenko, Joan
Description: This course examines how the concepts and social practices of dying and death in Western society have changed over time; the place of death in contemporary Western society; how various aspects of medicine, for example, the technological imperative, the research imperative, and palliative care shape current understandings of dying and death; euthanasia and assisted-suicide, as well as practical applications such as advance directives, further polices, and terminal sedation, among others. The course will draw on interdisciplinary literature to explore these issues. The goals of the course are to achieve a greater understanding of death and dying in contemporary society, to explore the ethics of dying, and to provide a space for reflection on one's own death. 8000-level course will require additional work.

BTHX 5325 Biomedical Ethics
3 credit(s);
Instructor: DeBruin PhD, Debra Ann
Description: This course surveys major topics and issues in bioethics, for example informed consent, confidentiality, ethical issues in health research, care at the end of life, and the allocation of medical resources.

BTHX 5610 Research and Publication Seminar
1 credit(s);
Instructor: Miles MD, Steven Haverstock
Description: This seminar is focused on helping you write for publication. You will learn the basics of how to develop a topic, conduct a literature search, select a suitable publication and how to prepare and submit a manuscript and respond to editorial suggestions. Students will be asked to write several short pieces, one for publication during the seminar.
Style: 100% Discussion.
Grading: 50% reports/papers, 50% in-class presentation.

BTHX 5900 Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Miles MD, Steven Haverstock
Description: Students propose an area for study with faculty guidance, expressed in a written proposal which includes outcome objectives and work plan. A faculty member directs the student's work and evaluates their project.
Style: 100% Student Presentation.
Grading: 100% special projects.

BTHX 5900 Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Song, John Young
Description: Students propose an area for study with faculty guidance, expressed in a written proposal which includes outcome objectives and work plan. A faculty member directs the student's work and evaluates their project.

BTHX 5900 Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Elliott Jr, Bruce Carleton
Description: Student may contact the instructor or department for information.

BTHX 5900 Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: DeBruin PhD, Debra Ann
Description: Students propose an area for study with faculty guidance, expressed in a written proposal which includes outcome objectives and work plan. A faculty member directs the student's work and evaluates their project.

BTHX 5900 Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Liaschenko, Joan
Description: Students propose an area for study with faculty guidance, expressed in a written proposal which includes outcome objectives and work plan. A faculty member directs the student's work and evaluates their project.

BTHX 5900 Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Valapour, Maryam
Description: Students propose an area for study with faculty guidance, expressed in a written proposal which includes outcome objectives and work plan. A faculty member directs the student's work and evaluates their project.
BTHX 5900 Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Turner, Leigh
Description: Students propose an area for study with faculty guidance, expressed in a written proposal which includes outcome objectives and work plan. A faculty member directs the student’s work and evaluates their project.

BTHX 8000 Advanced Topics in Bioethics: Dying in Contemporary Medical Culture
3 credit(s), max credits 8;
Instructor: Peden-McAlpine, Cynthia Jeanne
Description: This course examines how the concepts and social practices of dying and death in Western society have changed over time; the place of death in contemporary Western society; how various aspects of medicine, for example, the technological imperative, the research imperative, and palliative care shape current understandings of dying and death; euthanasia and assisted-suicide, as well as practical applications such as advance directives, further polices, and terminal sedation, among others. The course will draw on interdisciplinary literature to explore these issues. The goals of the course are to achieve a greater understanding of death and dying in contemporary society, to explore the ethics of dying, and to provide a space for reflection on one’s own death. 8000 level credit is only available to graduate students. It is not available to undergraduates. Students electing to take the course for 8000 level credit will be required to teach a session later in the course. To ensure proper preparation for this, they will be expected to write a substantial book report on a work relevant to that section and to submit that report with a course plan two weeks before the class session for approval by the faculty. The topic of the class session must be worked out early in the course with the faculty in order to fit the session into the overall course.

BTHX 8114 Ethical and legal Issues in Genetic Counseling
A-F only, 3 credit(s);
Instructor: LeRoy, Bonnie S
Description: Student may contact the instructor or department for information.

BTHX 8500 Practicum in Bioethics
OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Miles MD, Steven Haverstock
Description: Student may contact the instructor or department for information.
BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Miles MD, Steven Haverstock
Description: Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Song, John Young
Description: Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Elliott Jr, Bruce Carleton
Description: Student may contact the instructor or department for information.

BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: DeBruin PhD, Debra Ann
Description: Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Liaschenko, Joan
Description: Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Valapour, Maryam
Description: Student may contact the instructor or department for information.

BTHX 8900 Advanced Independent Study in Bioethics
1-4 credit(s), max credits 8;
Instructor: Turner, Leigh
Description: Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

Biology 123 Snyder Hall

Biol 1001 Introductory Biology: Evolutionary and Ecological Perspectives
4 credit(s); Credit will not be granted if credit has been received for: BIOL 1001H; Meets CLE req of Biological Sciences
Instructor: STAFF
Description: Biol 1001, INTRODUCTORY BIOLOGY: EVOLUTIONARY AND ECOLOGICAL PERSPECTIVES introduces the discipline of biological science by focusing on the fundamental concept underlying all of biology—biological evolution. The course examines the mechanisms of evolution, the genetics underlying the process of heredity and evolutionary change (both within populations and as new species arise), and the historical context and social implications of the theory of evolution. You will learn about the evolutionary history of life on Earth (including the evolution of humans), sexual selection, and the evolution of behavior. We will also explore how evolution affects your life. At the end of the course, these concepts are put into the context of population, community, and ecosystem ecology, and conservation biology.
Style: 65% Lecture, 35% Laboratory.
Grading: 33% mid exam, 25% final exam, 15% reports/papers, 16% quizzes, 4% in-class presentation, 7% problem solving, homework
Exam Format: multiple choice lecture exams
Biol 1003 Evolution and Biology of Sex
4 credit(s); Credit will not be granted if credit has been received for: BIOL 1001; Meets CLE req of Biological Sciences
Instructor: Cotner, Sehoya H
Description: Biol 1003, THE EVOLUTION AND BIOLOGY OF SEX examines evolution of sexual reproduction, genetics and biology of sex determination, sexual selection, human reproduction, disease transmission, the biology of love, human behavior, overpopulation and resource depletion. In both lecture and laboratory, you will explore what sex can teach us about ourselves by using scientific reasoning, articulation of testable hypotheses, and scientific data analysis. At the end of the course, you will have a better understanding of how sex affects our lives and be prepared to continue to learn about this fascinating topic.
Style: 65% Lecture, 35% Laboratory.
Grading: 33% mid exam, 25% final exam, 15% reports/papers, 16% quizzes, 4% in-class presentation, 7% problem solving.
Exam Format: multiple choice lecture exams

Biol 1009 General Biology
4 credit(s); high school chemistry; 1 term college chemistry recommended Credit will not be granted if credit has been received for: BIOL 1009H; Meets CLE req of Biological Sciences
Instructor: STAFF
Description: Biol 1009, General Biology, is a course for non-CBS majors seeking a broad survey of biology in a single semester. The course covers the major concepts and principles of contemporary biology and also provides the foundation needed to pursue further studies in the biological sciences. Topics include: structure and function of biological molecules, cell structure and function, energy recruitment and utilization, cellular reproduction, flow of genetic information through organisms and populations, principles of inheritance, evolution and ecology. If you are in pre-health sciences or another science major outside of CBS, you may need Biol 1009 to fulfill expectations of professional or graduate schools in your future.
Style: 65% Lecture, 35% Laboratory.
Grading: 34% mid exam, 21% final exam, 10% reports/papers, 25% quizzes, 10% other evaluation. Unannounced lecture quizzes
Exam Format: multiple choice lecture exams

Biol 1009H Honors: General Biology
4 credit(s); high school chemistry, honors; one term of college chemistry recommended Credit will not be granted if credit has been received for: BIOL 1009H; Meets CLE req of Biological Sciences
Instructor: Brooker, Robert James
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The course focuses on four fields of biology: cell biology, genetics, evolution, and ecology. The course is divided into 13 lessons. Three of these lessons (lessons 4, 8, and 13) are exams. The other 10 lessons focus on topics in biology. Each of these 10 lessons covers two or three chapters in your textbook. You will also view online lectures that cover these chapters. For each lesson, you will turn in a homework assignment online, which I will grade and return to you. You will also take a quiz to see if you have a good understanding of the material.
Style: Online with handwritten exams
Grading: 16% laboratory evaluation. See attached syllabus
Exam Format: Supervised, in-person (not online) exams.

Biol 1009 Human Biology: Concepts and Current Ethical Issues
4 credit(s); Meets CLE req of Biological Sciences; meets CLE req of Civic Life and Ethics
Instructor: Phillips, Jane Ann
**Biol 1101W Heredity and Human Society**

*Description:* Biol 1010, HUMAN BIOLOGY, looks at the human body and current issues pertaining to this marvelous structure. We will examine structures from the smallest units of life to the whole organism, including learning modules on how different cells, organs and organ systems work. Along with learning the essential human structural form and function, we will also have weekly, lively discussions and debates on ethics, which considers many interesting topics on how we as humans impact our society and environment. Weekly debates include: Should we use human stem cells for therapy? Should we clone humans? What are the promises and perils of genetic testing? Voluntary breast removal to prevent cancer... Could you do it? Is overweight overstated? Who should make life and death decisions for you? The laboratory includes opportunities to learn more about anatomical features and measure different functions of the human body. In addition, in order to more effectively understand human biological processes, animal dissections are required. Special attention is placed upon mammalian anatomy through dissection of the fetal pig.

*Style:* 66% Lecture, 33% Laboratory. Lectures include active learning exercises in small groups, discussions and debates.

*Grading:* 22% mid exam, 22% final exam, 8% journal, 8% in-class presentation, 7% class participation, 33% laboratory evaluation.

*Exam Format:* Lecture exams are multiple choice.

---

**Biol 1020 Biology Colloquium**

*S-N only, 1 credit(s), max credits 2;*

*Instructor:* Hanna, Kathryn L

*Description:* This is a unique class, organized and run by upper division students, recommended for those who wish to explore the various fields and career alternatives in the biological sciences. The class gives students the chance to interact with biology faculty and students with similar interests. The Biology Colloquium offers both large-group seminars, featuring prominent scientists discussing their research programs or other speakers discussing their careers in biology, internship opportunities or health care careers. Small-group tours take you to research facilities on and off campus, such as the Raptor Rehabilitation Center, Cancer Center, Experimental Surgery Services, or research and development laboratories at Ecolab, Inc. Socially, Colloquium students always find time for fun, too, whether on a field trip, studying together in the student lounge, or participating in the optional tours or weekend events. Students may begin the Colloquium class any semester (preferably early in their academic studies) and take it two times. The second semesters allows you to conduct a project (see Biol 1093). This course is also the stepping stone to leadership responsibilities in the Biology Colloquium Program (see Biol 3600).

*Style:* 10% Discussion, 50% Field Trips, 40% Guest Speakers. Class time is split between large group sessions and tours to science facilities.

*Grading:* 50% attendance, 50% reflection paper. Class attendance is required.

---

**Biol 1050 Our Global Environment: Science and Solutions**

*3 credit(s); Meets CLE req of Environment*

*Instructor:* Wassenberg, Deena Marie

*Description:* What are environmentally sound food choices? Is global warming a conspiracy? Are pesticides turning male frogs into females? These and other questions are explored in Biology 1050. Our Global Environment: Science and Solutions. This course meets the CLE ENV theme, has no prerequisites and is appropriate for individuals with some high school science background. We will focus on approaching environmental problems as scientists. This course will approach the topics of biodiversity, environmental toxicology, food choices and global climate change, concentrating on the skills of inquiry that can be applied to any scientific question. This means we will evaluate data and experimental design, we will propose experiments and we will learn to carefully consider sources of data. For more information contact Deena Wassenberg (deenaw@umn.edu)

---

**Biol 1093 Biology Colloquium: Directed Study**

*S-N only, 1 credit(s);*

*Instructor:* Hanna, Kathryn L

*Description:* This course allows students early in their studies to explore various biology disciplines through an independent project or beginning research experience under the supervision of a faculty sponsor. The Biology Colloquium Student Leaders will help you find the biology-related project that fits your interests and allows you to earn University credit as well as try out the world of research. To be eligible, students must have taken one previous Biology Colloquium class (Biol 1020) and also be concurrently enrolled in the Biology Colloquium (Biol 1020). Examples of previous projects include: work with anaerobic bacteria, helping with data analysis in the lion project, working on chemical carcinogenesis, fruit fly genetics, liver cell research, monarch butterfly research, and many, many other projects across the University.

*Style:* Independent project working at least 3 hours per week on project.

---

**Biol 1101W Heredity and Human Society**

*3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive*

*Instructor:* Fan, David P

*Description:* This is an introductory course covering genetics and bioethics, meeting both the writing intensive and Civic Life and Ethics Theme of the University. The genetics is presented in lecture, focuses on humans, and is tested using multiple choice exams. The ethics component involves writing papers on ethical case studies, both to present interesting
ethical problems and to resolve ethical issues. The material for the papers is presented by students to the class to get feedback useful for improving the papers, thereby fulfilling the feedback requirement of writing intensive courses.

**Style:** 66% Lecture, 34% Discussion.

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

**Exam Format:** multiple choice

---

**Biol 1806 Nature of Life, Part Two**

S-N only, 1 credit(s);

**Instructor:** Wright, Robin

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

---

**Biol 1905 Freshman Seminar for the Biological Sciences: Genomics: Applications in Biomed Sci and Biotech**

A-F only, 1 credit(s), max credits 6;

**Instructor:** Hackett Jr, Perry B

**Description:** DNA and Genomes? they are discussed in just about every modern context, from modern medical science and biotechnology to crime scene investigations, law, medical insurance policies, and ethics of retooling animal and plant genomes. In this seminar we will consider interfaces between science, politics, religion and the press. The topic will begin with some of the recent findings of science and medicine and then consider some ramifications that you will encounter in your daily lives as genomics plays a larger role as applications develop. Students and visitors will discuss a variety of topics including bioethics, genetic counseling, CSI in Minnesota, and a state legislator, as well as DNA profiling in medicine, the future of retooling of plant and animal genomes, and human evolution in the future. We will try to develop personal strategies that will allow us to evaluate controversies pertaining to recent findings and applications of DNA technologies.

---

**Biol 2001 Career Planning for Biologists**

S-N only, 1 credit(s);

**Instructor:** LeFay MS, Lisa

**Description:** This course leads you through the steps of career planning and decision making. You will assess your strengths, interests and values. You will learn how to research careers. You will learn about successful strategies for setting goals and making decisions. Not only will you learn about campus resources but you will attend and participate in campus activities.

**Style:** 100% Web Based.

---

**Biol 2001 Career Planning for Biologists**

S-N only, 1 credit(s);

**Instructor:** Fraasch, Nancy S

**Description:** This course leads you through the steps of career planning and decision making. You will assess your strengths, interests and values. You will learn how to research careers. You will learn about successful strategies for setting goals and making decisions. Not only will you learn about campus resources but you will attend and participate in campus activities.

**Style:** 100% Web Based.

---

**Biol 2002 Foundations of Biology for Biological Sciences Majors, Part I**

A-F only, 6 credit(s); [CHEM 1021 or 1061 or equiv], CBS major] or dept consent ; calculus I or equiv required

**Credit will not be granted if credit has been received for: BIOL 2002H; Meets CLE req of Biological Sciences**

**Instructor:** Strain PhD, Anna Karin

**Description:** Biol 2002 is the first semester of a year-long sequence designed for majors in the College of Biological Sciences. This course emphasizes evolution and genetics, as well as high levels of cognition, including application, analysis, problem solving, and innovation. The lecture/recitation sections are integrated with laboratory exercises to give students experience with many of the paradigms and basic methods of modern biology. Reflecting the nature of modern biological research, teamwork is an integral part of the entire course, including during the lecture/recitation portion (which we call “concept lab”). During concept lab, students work in teams of nine and subteams of two or three to apply their knowledge to problems and projects. The course emphasizes development of skills, including finding and analyzing information, synthesis of new knowledge in projects, and peer evaluation of project presentations and team contributions.

**Class time:** 10% Lecture, 10% Team and Class discussion, 30% Team-based Activities, 50% Laboratory. This class is based on a team-based learning model. Work load: 20-35 pages of reading per week; weekly quizzes; 20-25 pages writing per term; 3 exams; 1-2 projects. This class meets the University’s policy of 3 hours of effort per credit to earn an average grade. http://policy.umn.edu/Policies/Education/Education/STUDENTWORK.html

**Grade:** Grades are based on multiple assessments that enable students to demonstrate their mastery of content and skills in a variety of modes, including: a. Essay-based assessments such as essay exams, take-home exams, weekly reflections, and journals (25%); b. Multiple choice quizzes (15%), c. Team work, including team quizzes, team projects, and team evaluation (25%); and d. Laboratory performance (35%)

**Style:** 10% Lecture, 10% Discussion, 50% Laboratory, 30% Small Group Activities.
Biol 2002 Foundations of Biology for Biological Sciences Majors, Part I

A-F only, 6 credit(s); [CHEM 1021 or 1061 or equiv], CBS major] or dept consent ; calculus I or equiv recommended
Credit will not be granted if credit has been received for: BIOL 2002H; Meets CLE req of Biological Sciences

Instructor: Mosser, Anna

Description: Biol 2002 is the first semester of a year-long sequence designed for majors in the College of Biological Sciences. This course emphasizes evolution and genetics, as well as high levels of cognition, including application, analysis, problem solving, and innovation. The lecture/recitation sections are integrated with laboratory exercises to give students experience with many of the paradigms and basic methods of modern biology. Reflecting the nature of modern biological research, teamwork is an integral part of the entire course, including during the lecture/recitation portion (which we call “concept lab?”). During concept lab, students work in teams of nine and subteams of two or three to apply their knowledge to problems and projects. The course emphasizes development of skills, including finding and analyzing information, synthesis of new knowledge in projects, and peer evaluation of project presentations and team contributions.

Class time: 10% Lecture, 10% Team and Class discussion, 30% Team-based Activities, 50% Laboratory. This class is based on a team-based learning model. Work load: 20-35 pages of reading per week; weekly quizzes; 20-25 pages writing per term; 3 exams; 1-2 projects. This class meets the University’s policy of 3 hours of effort per credit to earn an average grade. http://policy.umn.edu/Policies/Education/Education/STUDENTWORK.html Grade: Grades are based on multiple assessments that enable students to demonstrate their mastery of content and skills in a variety of modes, including: a. Essay-based assessments such as essay exams, take-home exams, weekly reflections, and journals (25%); b. Multiple choice quizzes (15%); c. Team work, including team quizzes, team projects, and team evaluation (25%); and d. Laboratory performance (35%)

Style: 10% Lecture, 10% Discussion, 50% Laboratory, 30% Small Group Activities.

Grading: 15% quizzes.

Biolog 2002H Foundations of Biology for Biological Sciences Majors, Part I

A-F only, 6 credit(s); [CHEM 1021 or 1061 or equiv], CBS major] or dept consent ; calculus I or equiv recommended
Credit will not be granted if credit has been received for: BIOL 2002; Meets CLE req of Biological Sciences

Instructor: Wick, Susan M

Description: Biol 2002 is the first semester of a year-long sequence designed for majors in the College of Biological Sciences. This course emphasizes evolution and genetics, as well as high levels of cognition, including application, analysis, problem solving, and innovation. The lecture/recitation sections are integrated with laboratory exercises to give students experience with many of the paradigms and basic methods of modern biology. Reflecting the nature of modern biological research, teamwork is an integral part of the entire course, including during the lecture/recitation portion (which we call “concept lab?”). During concept lab, students work in teams of nine and subteams of two or three to apply their knowledge to problems and projects. The course emphasizes development of skills, including finding and analyzing information, synthesis of new knowledge in projects, and peer evaluation of project presentations and team contributions.

Class time: 10% Lecture, 10% Team and Class discussion, 30% Team-based Activities, 50% Laboratory. This class is based on a team-based learning model. Work load: 20-35 pages of reading per week; weekly quizzes; 20-25 pages writing per term; 3 exams; 1-2 projects. This class meets the University’s policy of 3 hours of effort per credit to earn an average grade. http://policy.umn.edu/Policies/Education/Education/STUDENTWORK.html Grade: Grades are based on multiple assessments that enable students to demonstrate their mastery of content and skills in a variety of modes, including: a. Essay-based assessments such as essay exams, take-home exams, weekly reflections, and journals (25%); b. Multiple choice quizzes (15%); c. Team work, including team quizzes, team projects, and team evaluation (25%); and d. Laboratory performance (35%)

Style: 10% Lecture, 10% Discussion, 50% Laboratory, 30% Small Group Activities.

Grading: 15% quizzes.

Biolog 2002H Foundations of Biology for Biological Sciences Majors, Part I

A-F only, 6 credit(s); [CHEM 1021 or 1061 or equiv], CBS major, honors student] or dept consent ; calculus I or equiv recommended
Credit will not be granted if credit has been received for: BIOL 2002; Meets CLE req of Biological Sciences

Instructor: Strain PhD, Anna Karin

Description: Biol 2002 is the first semester of a year-long sequence designed for majors in the College of Biological Sciences. This course emphasizes evolution and genetics, as well as high levels of cognition, including application, analysis, problem solving, and innovation. The lecture/recitation sections are integrated with laboratory exercises to give students experience with many of the paradigms and basic methods of modern biology. Reflecting the nature of modern biological research, teamwork is an integral part of the entire course, including during the lecture/recitation portion (which we call “concept lab?”). During concept lab, students work in teams of nine and subteams of two or three to apply their knowledge to problems and projects. The course emphasizes development of skills, including finding and analyzing information, synthesis of new knowledge in projects, and peer evaluation of project presentations and team contributions.

Class time: 10% Lecture, 10% Team and Class discussion, 30% Team-based Activities, 50% Laboratory. This class is
Biol 2002H Foundations of Biology for Biological Sciences Majors, Part I
A-F only, 6 credit(s);[[CHEM 1021 or 1061 or equiv], CBS major, honors student] or dept consent ; calculus I or equiv recommendedCredit will not be granted if credit has been received for: BIOL 2002;Meets CLE req of Biological Sciences
Instructor: Mosser, Anna
Description: Biol 2002 is the first semester of a year-long sequence designed for majors in the College of Biological Sciences. This course emphasizes evolution and genetics, as well as high levels of cognition, including application, analysis, problem solving, and innovation. The lecture/recitation sections are integrated with laboratory exercises to give students experience with many of the paradigms and basic methods of modern biology. Reflecting the nature of modern biological research, teamwork is an integral part of the entire course, including during the lecture/recitation portion (which we call "concept lab"). During concept lab, students work in teams of nine and subteams of two or three to apply their knowledge to problems and projects. The course emphasizes development of skills, including finding and analyzing information, synthesis of new knowledge in projects, and peer evaluation of project presentations and team contributions.
Class time: 10% Lecture, 10% Team and Class discussion, 30% Team-based Activities, 50% Laboratory. This class is based on a team-based learning model. Work load: 20-35 pages of reading per week; weekly quizzes; 20-25 pages writing per term; 3 exams; 1-2 projects. This class meets the University's policy of 3 hours of effort per credit to earn an average grade. http://policy.umn.edu/Policies/Education/Education/STUDENTWORK.html Grade: Grades are based on multiple assessments that enable students to demonstrate their mastery of content and skills in a variety of modes, including: a. Essay-based assessments such as essay exams, take-home exams, weekly reflections, and journals (25%); b. Multiple choice quizzes (15%), c. Team work, including team quizzes, team projects, and team evaluation (25%); and d. Laboratory performance (35%)
Style: 10% Lecture, 10% Discussion, 50% Laboratory, 30% Small Group Activities.
Grading: 15% quizzes.

Biol 2002H Foundations of Biology for Biological Sciences Majors, Part I
A-F only, 6 credit(s);[[CHEM 1021 or 1061 or equiv], CBS major, honors student] or dept consent ; calculus I or equiv recommendedCredit will not be granted if credit has been received for: BIOL 2002;Meets CLE req of Biological Sciences
Instructor: Wick, Susan M
Description: Biol 2002 is the first semester of a year-long sequence designed for majors in the College of Biological Sciences. This course emphasizes evolution and genetics, as well as high levels of cognition, including application, analysis, problem solving, and innovation. The lecture/recitation sections are integrated with laboratory exercises to give students experience with many of the paradigms and basic methods of modern biology. Reflecting the nature of modern biological research, teamwork is an integral part of the entire course, including during the lecture/recitation portion (which we call "concept lab"). During concept lab, students work in teams of nine and subteams of two or three to apply their knowledge to problems and projects. The course emphasizes development of skills, including finding and analyzing information, synthesis of new knowledge in projects, and peer evaluation of project presentations and team contributions.
Class time: 10% Lecture, 10% Team and Class discussion, 30% Team-based Activities, 50% Laboratory. This class is based on a team-based learning model. Work load: 20-35 pages of reading per week; weekly quizzes; 20-25 pages writing per term; 3 exams; 1-2 projects. This class meets the University's policy of 3 hours of effort per credit to earn an average grade. http://policy.umn.edu/Policies/Education/Education/STUDENTWORK.html Grade: Grades are based on multiple assessments that enable students to demonstrate their mastery of content and skills in a variety of modes, including: a. Essay-based assessments such as essay exams, take-home exams, weekly reflections, and journals (25%); b. Multiple choice quizzes (15%), c. Team work, including team quizzes, team projects, and team evaluation (25%); and d. Laboratory performance (35%)
Style: 10% Lecture, 10% Discussion, 50% Laboratory, 30% Small Group Activities.
Grading: 15% quizzes.

Biol 2002H Foundations of Biology for Biological Sciences Majors, Part I
A-F only, 6 credit(s);[[CHEM 1021 or 1061 or equiv], CBS major, honors student] or dept consent ; calculus I or equiv recommendedCredit will not be granted if credit has been received for: BIOL 2002;Meets CLE req of Biological Sciences
Instructor: Jaeger, Michele A
Description: Student may contact the instructor or department for information.
**Biol 2002H Foundations of Biology for Biological Sciences Majors, Part I**
A-F only, 6 credit(s); [CHEM 1021 or 1061 or equiv], CBS major, honors student, or dept consent; calculus I or equiv recommended
Credit will not be granted if credit has been received for: BIOL 2002; Meets CLE req of Biological Sciences
Instructor: Yi, Xiao
**Description:** Student may contact the instructor or department for information.

**Biol 2003 Foundations of Biology for Biological Sciences Majors, Part II**
A-F only, 3 credit(s); 2002 or 2002H or CBS major
Credit will not be granted if credit has been received for: BIOL 2003H;
Instructor: Sterner, Robert Warner
**Description:** BIOL 2003 is intended for majors in the College of Biological Sciences. It is the second of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This second course emphasizes ecology and cell biology within the context of problem solving and application. The class uses team-based learning and student participation is strongly encouraged.

**Biol 2003 Foundations of Biology for Biological Sciences Majors, Part II**
A-F only, 3 credit(s); 2002 or 2002H or CBS major
Credit will not be granted if credit has been received for: BIOL 2003H;
Instructor: Eilts, Alex
**Description:** BIOL 2003 is intended for majors in the College of Biological Sciences. It is the second of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This second course emphasizes ecology and cell biology within the context of problem solving and application. The class uses team-based learning and student participation is strongly encouraged.

**Biol 2003 Foundations of Biology for Biological Sciences Majors, Part II**
A-F only, 3 credit(s); 2002 or 2002H or CBS major
Credit will not be granted if credit has been received for: BIOL 2003H;
Instructor: Gibbens PhD, Brian
**Description:** BIOL 2003 is intended for majors in the College of Biological Sciences. It is the second of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This second course emphasizes ecology and cell biology within the context of problem solving and application. The class uses team-based learning and student participation is strongly encouraged.

**Biol 2003 Foundations of Biology for Biological Sciences Majors, Part II**
A-F only, 3 credit(s); 2002 or 2002H or CBS major
Credit will not be granted if credit has been received for: BIOL 2003H;
Instructor: Kirkpatrick, Catherine
**Description:** BIOL 2003 is intended for majors in the College of Biological Sciences. It is the second of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This second course emphasizes ecology and cell biology within the context of problem solving and application. The class uses team-based learning and student participation is strongly encouraged.

**Biol 2003 Foundations of Biology for Biological Sciences Majors, Part II**
A-F only, 3 credit(s); 2002 or 2002H or CBS major
Credit will not be granted if credit has been received for: BIOL 2003H;
Instructor: Somia, Nikunj V
**Description:** This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.

**Biol 2003 Foundations of Biology for Biological Sciences Majors, Part II**
A-F only, 3 credit(s); 2002 or 2002H or CBS major
Credit will not be granted if credit has been received for: BIOL 2003H;
Instructor: Wassenberg, Deena Marie
**Description:** This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.
A-F only, 3 credit(s);[2002 or 2002H], honors
Credit will not be granted if credit has been received for: BIOL 2003;
Instructor: Sterner, Robert Warner
Description: BIOL 2003H is intended for majors in the College of Biological Sciences. It is the second of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This second course emphasizes ecology and cell biology within the context of problem solving and application. The class uses team-based learning and student participation is strongly encouraged.

Biol 2003H Foundations of Biology for Biological Sciences Majors, Part II
A-F only, 3 credit(s);[2002 or 2002H], honors
Credit will not be granted if credit has been received for: BIOL 2003;
Instructor: Eilts, Alex
Description: BIOL 2003H is intended for majors in the College of Biological Sciences. It is the second of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This second course emphasizes ecology and cell biology within the context of problem solving and application. The class uses team-based learning and student participation is strongly encouraged.

Biol 2003H Foundations of Biology for Biological Sciences Majors, Part II
A-F only, 3 credit(s);[2002 or 2002H], honors
Credit will not be granted if credit has been received for: BIOL 2003;
Instructor: Gibbens, PhD, Brian
Description: BIOL 2003H is intended for majors in the College of Biological Sciences. It is the second of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This second course emphasizes ecology and cell biology within the context of problem solving and application. The class uses team-based learning and student participation is strongly encouraged.

Biol 2003H Foundations of Biology for Biological Sciences Majors, Part II
A-F only, 3 credit(s);[2002 or 2002H], honors
Credit will not be granted if credit has been received for: BIOL 2003;
Instructor: Kirkpatrick, Catherine
Description: BIOL 2003H is intended for majors in the College of Biological Sciences. It is the second of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This second course emphasizes ecology and cell biology within the context of problem solving and application. The class uses team-based learning and student participation is strongly encouraged.

Biol 2003H Foundations of Biology for Biological Sciences Majors, Part II
A-F only, 3 credit(s);[2002 or 2002H], honors
Credit will not be granted if credit has been received for: BIOL 2003;
Instructor: Somia, Nikunj V
Description: This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.

Biol 2003H Foundations of Biology for Biological Sciences Majors, Part II
A-F only, 3 credit(s);[2002 or 2002H], honors
Credit will not be granted if credit has been received for: BIOL 2003;
Instructor: Wassenberg, Deena Marie
Description: This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.

Biol 2004 Foundations of Biology for Biological Sciences Majors, Part II Laboratory
A-F only, 3 credit(s);[2002 or 2002H or CBS major]
Credit will not be granted if credit has been received for: BIOL 2004H;
Instructor: Kirkpatrick, Catherine
Description: Biol 2004 is intended for majors in the College of Biological Sciences. It accompanies Biol 2003. This course emphasizes application of quantitative skills, concepts, and modern molecular tools to biological problems through independent research on real-world questions. Students will meet regularly with instructors, but they also will be responsible for scheduling their time in an open lab in order to complete their research project. Students should expect to spend 4-6 hours per week in the lab. At the end of this course, students will be qualified to enter a faculty research lab, internship, or other venue of active science.

Biol 2004H Foundations of Biology for Biological Sciences Majors, Part II Laboratory
A-F only, 3 credit(s);[2002 or 2002H], honors
Credit will not be granted if credit has been received for: BIOL 2004;
Instructor: Kirkpatrick, Catherine
Description: Biol 2004H is intended for majors in the College of Biological Sciences. It accompanies Biol 2003H. This course emphasizes application of quantitative skills, concepts, and modern molecular tools to biological problems through independent research on real-world questions. Students will meet regularly with instructors, but they also will be
responsible for scheduling their time in an open lab in order to complete their research project. Students should expect to spend 4-6 hours per week in the lab. At the end of this course, students will be qualified to enter a faculty research lab, internship, or other venue of active science.

**Biol 2004H Foundations of Biology for Biological Sciences Majors, Part II Laboratory**
- A-F only, 3 credit(s);[2002 or 2002H]; honors
- Credit will not be granted if credit has been received for: BIOL 2004;
- Instructor: Kirkpatrick,Catherine
- **Description:** Student may contact the instructor or department for information.

**Biol 2005 Animal Diversity Laboratory**
- 2 credit(s);
- Credit will not be granted if credit has been received for: BIOL 2012;
- Instructor: STAFF
- **Description:** This is a laboratory course and requires dissection and direct observation of animal diversity with emphasis upon morphology. The phylogenetic survey, from unicellular protists through the vertebrates, includes a wide array of organismal variation. Special attention is placed upon mammalian anatomy through dissection of the fetal pig. Students develop an understanding of the patterns and complexities of animal diversity through the experience of hands-on laboratory exercises.
  - **Style:** 5% Discussion, 95% Laboratory.
  - **Grading:** 55% mid exam, 37% final exam, 8% quizzes.
  - **Exam Format:** multiple choice/practical

**Biol 2012 General Zoology**
- 4 credit(s);
- One semester of college biology
- Credit will not be granted if credit has been received for: BIOL 2005;
- Instructor: Pompei, Vanessa Duong
- **Description:**

**Biol 2022 General Botany**
- A-F only, 3 credit(s);
- Instructor: Biesboer, David D.
- **Description:** Scientific principles of plant biology including the evolution, organization, function, growth and development, and reproductive biology of plants and plant-like organisms. Includes lab.
  - **Style:** 60% Lecture, 40% Laboratory.
  - **Grading:** 100% other evaluation. see #2; 60% lecture/40% laboratory
  - **Exam Format:** Multiple choice, short answer and essay

**Biol 2301 Leadership and Service**
- S-N only, 2 credit(s);
- Instructor: Stein, Meaghan
- **Description:** This course is designed for students in the CBS Dean’s Scholars program to reflect on the importance of civic responsibility and service in leadership, understand how personal experiences influence perspectives on social issues, and learn techniques for effective group work. The course provides students with an opportunity to partner with a community organization for 20 hours during the semester, based on articulated service outcomes.

**Biol 2311 Integrative Biology**
- A-F only, 5 credit(s); Meets CLE req of Biological Sciences
- Instructor: Metzger, Kelsey Jean
- **Description:** Student may contact the instructor or department for information.

**Biol 2332 Anatomy and Physiology II**
- A-F only, 4 credit(s);
- Instructor: Dunbar, Robert Lee
- **Description:** Student may contact the instructor or department for information.

**Biol 3002 Plant Biology: Function**
- 2 credit(s);
- Instructor: Olszewski, Neil E
Description: You undoubtedly know that humans depend on plants for the oxygen that we breathe, our food and clothes, and for many of us, the houses in which we live. Of course this list can be expanded enormously (consider biofuels, wildlife habitat, the horticultural industry, medicines, etc.). This course examines how plants provide these services by investigating how they develop, grow, reproduce and interact with their environment. While plants may seem like simple organisms, they are in fact incredibly complex. Plants contain genomes that contain at least as many genes as the does the human genome, produce hormones that have profound effects on their growth and development, and obtain their nutrients entirely from the soil and atmosphere, sometimes with the aid of amazing partnerships with bacteria and fungi. Whether you are a student interested in how plants will respond to global climate change, how people can create sustainable agricultural systems, how scientists are using technology to create new crop varieties that are resistant to pathogens and tolerate poor soils and increasing temperatures, or are just interested in learning about the beautiful and fascinating mechanisms by which plants thrive, this course will provide you with a starting point for your future studies.

Style: 95% Lecture, 5% Film/Video.
Grading: 33% mid exam, 33% final exam, 33% quizzes.
Exam Format: Exams and quizzes are composed mostly of true/false, multiple choice or short answer questions.

Biol 3002 Plant Biology: Function
2 credit(s);
Instructor: Libourel, Igor
Description: You undoubtedly know that humans depend on plants for the oxygen that we breathe, our food and clothes, and for many of us, the houses in which we live. Of course this list can be expanded enormously (consider biofuels, wildlife habitat, the horticultural industry, medicines, etc.). This course examines how plants provide these services by investigating how they develop, grow, reproduce and interact with their environment. While plants may seem like simple organisms, they are in fact incredibly complex. Plants contain genomes that contain at least as many genes as the does the human genome, produce hormones that have profound effects on their growth and development, and obtain their nutrients entirely from the soil and atmosphere, sometimes with the aid of amazing partnerships with bacteria and fungi. Whether you are a student interested in how plants will respond to global climate change, how people can create sustainable agricultural systems, how scientists are using technology to create new crop varieties that are resistant to pathogens and tolerate poor soils and increasing temperatures, or are just interested in learning about the beautiful and fascinating mechanisms by which plants thrive, this course will provide you with a starting point for your future studies.

Style: 95% Lecture, 5% Film/Video.
Grading: 33% mid exam, 33% final exam, 33% quizzes.
Exam Format: Exams and quizzes are composed mostly of true/false, multiple choice or short answer questions.

Biol 3005W Plant Function Laboratory
2 credit(s); Meets CLE req of Writing Intensive
Instructor: Olszewski, Neil E
Description: This lab will combine traditional physiological and modern genetic based methodologies to study plant function. Labs designed to addressed questions concerning plant biochemistry, water and mineral transport, and hormone function will be performed. In addition, the students will initiate a scientific study on the effects of gene mutations on light perception by plants. The writing component will be largely based on novel research designed by the students. Required text (lab manual)- Experiments in Plant Physiology by Carol Reiss. Grading: 33% based on lab performance, record keeping and answering of questions concerning laboratory experiments; 33% based on the writing of 4 papers. Three of the papers will concern novel research designed by the students, the fourth will be a lab write up in the format of a published research paper; 33% based on four quizzes (short answer).
Style: 25% Lecture, 75% Discussion.

Biol 3005W Plant Function Laboratory
2 credit(s); Meets CLE req of Writing Intensive
Instructor: Marks, M David
Description: This lab will combine traditional physiological and modern genetic based methodologies to study plant function. Labs designed to addressed questions concerning plant biochemistry, water and mineral transport, and hormone function will be performed. In addition, the students will initiate a scientific study on the effects of gene mutations on light perception by plants. The writing component will be largely based on novel research designed by the students. Required text (lab manual)- Experiments in Plant Physiology by Carol Reiss. Grading: 33% based on lab performance, record keeping and answering of questions concerning laboratory experiments; 33% based on the writing of 4 papers. Three of the papers will concern novel research designed by the students, the fourth will be a lab write up in the format of a published research paper; 33% based on four quizzes (short answer).
Style: 25% Lecture, 75% Discussion.

Biol 3209 Understanding the Evolution-Creationism Controversy
A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Moore, Randy
Description: This course will help you develop your own understanding of the evolution-creationism controversy and, in
the process, prepare you to understand how the controversy (and its associated civic and ethical issues) affects communities in their everyday lives. Although we will discuss the science underlying evolution, most of controversy is based not on science, but on social and civic issues. We'll examine how society has debated and otherwise dealt with the controversy, especially how 1) the controversy has developed in the past 150 years, and 2) how various ethical and civic issues have pervaded the controversy, and 3) how the controversy has been assessed by individuals, organizations, and communities (e.g., churches, politicians). Students will have many opportunities to apply their knowledge to modern versions of the controversy (e.g., "intelligent design") through discussions, assignments, guest speakers, and mock trials. These activities will 1) encourage you to think about how this controversy affects various people, organizations, and communities, 2) help you reflect on the roles of common and powerful societal forces such as science and religious faith, and 3) help you integrate the often-overlapping roles of science, politics, religious faith, and other aspects of modern society. Taken together, these activities will help you acquire the interests, skills, and breadth of experiences to be an informed and engaged citizen. The course-lectures, discussions, activities, and assignments will challenge you to understand how the many ethical principles, beliefs, and attitudes of individuals and various social groups were developed, affect, and are affected by, the ethical and societal intersections of science, religion, politics, and education. A basic part of this understanding is an awareness of how ethics influence how individuals and groups determine what should be done with important, contentious issues and information. For example, what processes do stakeholders such as educators, churches, and politicians use to address issues that involve collisions between society and religion? Finally, this course will help you develop your own understanding and appreciation of the evolution-creationism controversy. We'll discuss the many aspects of this controversy, including its history, legacy, relevance, and key people. We will also discuss a variety of issues related to the controversy, including those involving court decisions, public opinion, and related issues (e.g., racism, politics, etc.). Many people are emotional and opinionated about the evolution-creationism controversy. Although the focus of this course is not on opinions, we will talk about why so many people feel strongly about these issues, and why the controversy persists. You'll be interested in, and probably surprised by, what you learn.

**Biol 3211 Physiology of Humans and Other Animals**

- **3 credit(s);**
- **Instructor:** Palmer PhD, Melissa L
- **Description:** The main objective is understanding how animals carry out a variety of functions (e.g. respiration, movement). We will start by looking at some underlying general principles (e.g. diffusion, membrane voltages) and structures (e.g. membrane receptors) that will be useful in understanding how animals carry out these functions. We will then look at a number of problems faced by animals (e.g. the need for gas exchange) and the various systems animals use to solve these problems (e.g. gills, lungs). We will describe these systems at a variety of levels -- organismal, organ, tissue, cellular, and subcellular. There are two main goals of this course. One is to acquaint you with specific physiological systems. The other is to give you an overview that will help you visualize organisms in a way that integrates the various levels of organization. The hope is that, as you are introduced to more detailed descriptions of cellular and subcellular processes in later courses, you will see how these processes fit into the the entire organism.
- **Style:** 100% Lecture.
- **Grading:** 50% final exam, 50% other evaluation. midsemester exams (25% each)
- **Exam Format:** multiple choice

**Biol 3302 Leadership For Change**

- **S-N only, 1 credit(s);**
- **Instructor:** Letawsky Shultz, Nikki
- **Description:**

**Biol 3302 Leadership For Change**

- **S-N only, 1 credit(s);**
- **Instructor:** Thu1, Meaghan Miller
- **Description:**

**Biol 3341 Microbiology**

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

**Biol 3342 Microbiology and Environmental Issues**

- **A-F only, 1 credit(s);**
- **Instructor:** Laborde, Rebecca R
- **Description:** Student may contact the instructor or department for information.

**Biol 3345 Microbiology Lab**

- **A-F only, 1 credit(s);**
Biol 3408W Ecology

3 credit(s);[One semester college biology], [MATH 1142 or MATH 1271 or MATH 1281 or equiv]Credit will not be granted if credit has been received for: EEB 3001;Meets CLE req of Writing Intensive
Instructor: Cavender-Bares, Jeannine Marie
Description: Biology 3408W offers an introduction to the growth, regulation, and structure of plant and animal populations; biotic interactions between species and their effects on community diversity and succession; trophic dynamics of ecosystems; cycling of carbon, nutrients, and energy; and ecological consequences of global change. It includes a series of lectures, and weekly subsection meetings for discussion, laboratory experiments, and computer simulation exercises designed to complement the lecture program and foster understanding of important issues. Biology 3408W has four principal learning objectives. First, the lecture program and section discussions introduce a wide range of ecological subjects and issues. Second, in lecture, lab experiments and via problem sets, we teach the quantitative and analytical skills required to conceptualize ecological dynamics. Third, because variances associated with measurement, replication, and treatment effects are part of all empirical sciences, we offer practice in spreadsheet data manipulation, descriptive statistics, the analysis of variance, and experimental design. Finally, because all scientists must convey the results of their work, we coach students through preparation and completion of two written lab reports, one on a simple experiment largely of our design, and one on an experiment that small collaborative student groups will design for themselves. Please note that the biology and calculus prerequisites are not suggestions; they are requirements; Biol3408W makes extensive use of that background. Note also that the Monday-Wednesday lecture program leaves a corresponding hole in participant schedules on Fridays. Every Friday morning of term the Biol3408W staff will hold an informal coffee hour beginning at 8:30AM in the St. Paul Student Union. Students who fill their Friday-morning schedule with some other activity will miss the opportunity to participate in these optional weekly help sessions.
Style: 40% Lecture, 25% Discussion, 30% Laboratory. Weekly section meetings include discussion, lab experiments, data analysis, and computer simulation exercises.
Grading: 25% mid exam, 25% final exam, 25% reports/papers, 20% written homework, 5% in-class presentation.
Exam Format: Multiple formats on each exam, including problems, short essays, multiple choice and true/false

Biol 3409 Evolution

3 credit(s);One semester college biologyCredit will not be granted if credit has been received for: BIOL 5409; Meets CLE req of Writing Intensive
Instructor: Lanyon, Scott Merrill
Description: In the words of Theodosius Dobzhansky, "Nothing in Biology Makes Sense Except in the Light of Evolution." This course explores the foundations of evolutionary biology. We will examine the divergence of biological forms through history with an emphasis on presently existing biological diversity. We will investigate the mechanisms of evolution and illustrate them with current research. A primary objective of the course is for students to learn evolutionary principles and develop the capability of applying these principles to understand how the biological world has evolved and continues to evolve. The course includes lectures (with active learning exercises) and weekly section meetings for labs, discussions, and computer simulation exercises. The course readings are drawn primarily from Freeman and Herron Evolutionary Analysis (4th edition, 2007). This text is available in the bookstore and will be on reserve in Magrath (St. Paul Central) Library. The lab manual is also available at the bookstore.
Style: 35% Lecture, 25% Discussion, 40% Laboratory.
Grading: 30% mid exam, 20% final exam, 10% class participation, 20% laboratory evaluation, 20% problem solving.
Exam Format: multiple choice, true/false, short answer, and essay

Biol 3411 Introduction to Animal Behavior

3 credit(s);One semester of college biologyCredit will not be granted if credit has been received for: BIOL 3811; Meets CLE req of Writing Intensive
Instructor: Snell-Rood, Emilie
Description: Course Description: This course provides a broad introduction to animal behavior. As one of the most interdisciplinary fields in all of biology, understanding animal behavior requires an understanding of cell biology, physiology, genetics, development, ecology, endocrinology, evolution, learning theory, and even physics and economics! This course will draw on questions and methods from each of these disciplines to answer what on the surface appears to be a very simple question: Why is that animal doing that? The course will review such key topics as feeding behavior, reproductive behavior, perception, learning, animal conflict, social behavior, parental care, and communication. The lecture parallels a required laboratory. Course Objectives: The main goal of this course is to provide a comprehensive overview of scientific approaches to understanding the biological bases of behavior. The course will emphasize a broad, comparative approach with the goal of giving students a deeper understanding of mechanisms, function, development, and evolution of the behaviors exhibited by a wide diversity of animals (including humans). Through active participation in this course, you will: Learn why animals behave the way they do: you will become familiar with major concepts explaining the proximate and ultimate causes of animal behavior. Experience the scientific process: you will gain familiarity with asking scientific questions, generating hypotheses and predictions, designing experiments, collecting and analyzing data and communicating your results to your peers. Practice critical thinking: in lab, lecture and your research projects, you will gain experience with critical analysis, synthesis and application of ideas. Realize the common principles underlying behavior across systems: you will learn that many concepts in behavior apply similarly across species, from fruit flies, to
sparrows, to humans. ? Exposure to behavioral diversity: you will learn to appreciate behavioral diversity through the lens of evolutionary biology. ? Appreciate the applications of behavior research: you will learn that research in animal behavior has applications in human health, agriculture, conservation biology, veterinary medicine, artificial intelligence and even architecture. ? Practice writing and presentation skills: you will gain experience communicating ideas through writing and presentations.

**Style:** 75% Lecture, 5% Film/Video, 10% Discussion, 10% Small Group Activities. DRAFT based on previous classes

**Grading:** 15% mid exam, 15% final exam, 25% special projects, 10% class participation, 35% laboratory evaluation. DRAFT, based on previous classes Project consists of a presentation and a proposal/paper on a research project; lab grade consists of participation and written lab reports.

**Exam Format:** Multiple choice

---

**Biol 3600 Directed Instruction**

S-N only, 1-2 credit(s), max credits 6, 6 completions allowed;
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 Biology Colloquium class and Student Leader meetings, set up small-group tours, evaluate student journals and tours, and hold office hours. About 6 hours a week are involved during the semester. Prior to the beginning of the semester, a training/orientation session is required and two Student Leader group meetings are held throughout the semester. To be eligible to be a Student Leader, students need to have been completed two semester of the Biology Colloquium class (Biol 1020) and be in satisfactory progress within their degree objectives. An application is required and is available at http://biosci.cbs.umn.edu/bcq or from the instructor.

**Style:** Must attend all class sessions of a Biol 1020 section.

---

**Biol 3610 Internship: Professional Experience in Biological Sciences**

S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Hanna,Kathryn L

**Description:** Undergraduate students can earn credit for a structured internship that matches their academic and/or career goals in life science with off-campus learning opportunities. Biological sciences internships in industry, non-profit organizations, and government agencies may be found through the Career Center for Science and Engineering (50 Lind Hall, Minneapolis Campus). The number of credits is variable and will be based on time spent on-site and other course requirements. Students must commit to a minimum of 10 hours/week/semester (at least 150 hours). Students will submit a Learning Agreement Form developed in consultation with the on-site internship supervisor and the faculty instructor. Students must meet individually with the instructor in order to register for credit. If a student has questions about a specific internship opportunity, contact the instructor at khanna@umn.edu. Examples of organizations that have hosted internship students include, Hennepin County Medical Center, Minnesota Zoo, MN Bureau of Criminal Apprehension, MN Dept. of Natural Resources, Medtronic, Medtox, Wildlife Rehabilitation Center, and many, many other organizations.

**Style:** Interns will meet as a group for 2 or 3 evening sessions, TBA.

**Grading:** 100% other evaluation. Students are required to keep a weekly journal and write a final reflective paper. Beyond one credit, students may help select the type of assignments that enable them to enhance their internship experience. S/N grading only.

---

**Biol 3700 Undergraduate Seminar: Synthetic Biology**

3 credit(s), max credits 9, 3 completions allowed;
Instructor: Schmidt-Dannert,Claudia

**Description:** This course will be part lecture and part laboratory to teach fundamental principals of "Synthetic Biology." Synthetic Biology is using engineering principals in living systems. In one aspect, we can augment the metabolism or behavior of an organism by introducing new pathways or functions encoded by genes from a different organism. Synthetic Biology has applications in both a basic understanding for how life works and also for novel biotechnological approaches to tackle major issues facing our society, from clean, renewable energy and fuels to detoxification of radioactive materials to providing nutrition to a planet that now has 9 billion mouths to feed. Students will learn basic molecular biological techniques (for example, transformation, restriction digests, gel purification, etc.), we will discuss the ethics and societal impacts of Synthetic Biology and study the work of iGEM competition teams. This course is a highly suggested prerequisite for participating in the University of Minnesota's iGEM team. iGEM is the International Genetically Engineered Machines competition, an annual event where the finals take place at MIT. Students performing strongly in this course and who have availability in the summer will be invited to participate in the iGEM team.

---

**Biol 3700 Undergraduate Seminar: Deconstructing Research Results for the Public**

2 credit(s), max credits 9, 3 completions allowed;
Instructor: Wright,Robin

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

---

**Biol 3960H Communicating in the Biological Sciences**
A-F only, 1 credit(s);
Instructor: Wick,Susan M
Description: The class examines attributes of successful oral communication in science. Each student presents a 15-minute talk on some aspect of biology as it relates to society. The talk is videotaped, other class members and the instructor provide feedback on the presentation, and the student writes an analysis of the presentation and a self-assessment relative to the comments made by others.

Biol 4003 Genetics
3 credit(s); [[BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment] or Grad MBS major]]
or instr consent Credit will not be granted if credit has been received for: GCD 3022;
Instructor: Springer,Nathan Michael
Description: This course is a survey of genetics for biology majors. The goal of this course is for students to develop an understanding of the principles of genetics. This includes understanding the transmission of genetic information from one generation to the next, how genetic information is expressed in cells and organisms and how the information within a population can change over time. The course will also discuss the practical applications of genetics and the new methods being used to understand genetic inheritance and genetic control of traits. Topics that will be covered include Mendelian genetics, dominance, epistasis, probability & chi-square, sex chromosomes, nucleic acid & chromosome structure, replication of DNA, linkage, crossing over, gene mapping, recombination in microorganisms, transposable genetic elements, variations in chromosome number and structure, regulation of gene expression, mutation and DNA repair mechanisms, molecular genetics, cloning and sequencing of genes, genomics, the genetics of cancer, the inheritance of complex traits & heritability, and population genetics.
Style: 90% Lecture, 10% Discussion.
Grading: 40% final exam, 10% special projects, 50% additional semester exams.

Biol 4003 Genetics
3 credit(s); [[BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment] or Grad MBS major]]
or instr consent Credit will not be granted if credit has been received for: GCD 3022;
Instructor: Shaw,Jocelyn E
Description:

Biol 4003 Genetics
3 credit(s); [[BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment] or Grad MBS major]]
or instr consent Credit will not be granted if credit has been received for: GCD 3022;
Instructor: Brooker,Robert James
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Group work is emphasized. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. This course is intended to provide you with a broad understanding of genetics. In the first part of the course you will explore the structure, replication, and expression of the genetic material known as deoxyribonucleic acid (DNA). As you examine DNA, you will gain an understanding of the molecular structure of DNA and its organization into genes. In the next part of the course, you will examine many types of inheritance patterns, including simple Mendelian inheritance, extra-chromosomal inheritance, linkage, and the quantitative traits that are determined by multiple genes. The last part of the course examines the genetic technologies that are used to analyze the genetic compositions of species and have applications in our everyday lives. This course ends with a consideration of genetics at the level of populations, and how the genetic compositions of populations evolve over time.
Style: Online with handwritten exams
Grading: See attached syllabus
Exam Format: Supervised, in-person (not online) exams

Biol 4003 Genetics
3 credit(s); [[BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment] or Grad MBS major]]
or instr consent Credit will not be granted if credit has been received for: GCD 3022;
Instructor: Gray,William M
Description: Introduction to the nature of genetic information, its transmission from parents to offspring, its expression in cells and organisms, and its course in populations. The course is intended for majors in biology or departmental degree programs in biology. An understanding of undergraduate level biochemistry is a prerequisite.
Style: 95% Lecture, 5% Discussion.
Grading: 67% mid exam, 33% final exam.
Exam Format: problem solving, multiple choice
Biol 4004 Cell Biology
3 credit(s); 4003, [BIOC 3021 or BIOC 4331], [CBS major or CSE major or grad MSB major] Credit will not be granted if credit has been received for: GCD 4005W;
Instructor: Norrander PhD, Jan Marie
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit 'Class URL' for ODL policies, including fee and financial aid information. Focus on cell structure and the fundamental processes carried out by cells, with emphasis on eukaryotic animal cells. Methods used to study cells, membrane structure and transport, intracellular compartments and protein sorting, intracellular vesicular traffic, cell communication, the cytoskeleton, cell junctions and adhesion, the extracellular matrix, the cell cycle, apoptosis and cancer.
Style: Online with handwritten exams.
Grading: 15% problem solving. See attached syllabus
Exam Format: Supervised, in-person (not online) exams.

Biol 4004 Cell Biology
3 credit(s); 4003, [BIOC 3021 or BIOC 4331], [CBS major or CSE major or grad MSB major] Credit will not be granted if credit has been received for: GCD 4005W;
Instructor: Koepp, Deanna
Description: Please note: For students who are not biology majors, there is a new spring semester course - GCD 3033, Principles of Cell Biology. It will cover the same basic information taught in Biol 4004, but it does not have the biochemistry and genetics prerequisites required for Biol 4004. Biol 4004 Cell Biology: This course is part of a core curriculum required for graduation in a number of biological science majors in the College of Biological Sciences. The material covered is also applicable to basic studies in other areas of science and technology. The course provides an intense introduction to the fundamentals of cellular systems, focusing on dynamic cellular activities at the molecular level. Significant emphasis is placed on understanding the experimental basis of our current knowledge of cellular processes. In this respect, this course is well suited to those students planning for advanced study, including graduate and medical school. The material covered in this course builds directly upon material covered in the prerequisite courses of Biochemistry and Genetics. Students will learn to recognize and understand fundamental processes common to all types of cells as well as understanding those processes unique to specialized or differentiated cells. At the completion of the course, students should be familiar with the mechanisms by which cells replicate and transcribe and translate their genetic information, secrete proteins, assemble organelles and transport molecules to them, move, respond to signals and divide. Course material will be presented in a combined lecture and discussion format. Students are encouraged to actively participate in class discussions and to ask questions.
Style: 75% Lecture, 15% Discussion, 10% Student Presentation.
Grading: 25% mid exam, 12% special projects, 12% written homework, 50% additional semester exams.
Exam Format: short essay, problem-solving, multiple choice, diagrams

Biol 4004 Cell Biology
3 credit(s); 4003, [BIOC 3021 or BIOC 4331], [CBS major or CSE major or grad MSB major] Credit will not be granted if credit has been received for: GCD 4005W;
Instructor: Nakato, Hiroshi
Description: Please note: For students who are not biology majors, there is a new spring semester course - GCD 3033, Principles of Cell Biology. It will cover the same basic information taught in Biol 4004, but it does not have the biochemistry and genetics prerequisites required for Biol 4004. Biol 4004 Cell Biology: This course is part of a core curriculum required for graduation in a number of biological science majors in the College of Biological Sciences. The material covered is also applicable to basic studies in other areas of science and technology. The course provides an intense introduction to the fundamentals of cellular systems, focusing on dynamic cellular activities at the molecular level. Significant emphasis is placed on understanding the experimental basis of our current knowledge of cellular processes. In this respect, this course is well suited to those students planning for advanced study, including graduate and medical school. The material covered in this course builds directly upon material covered in the prerequisite courses of Biochemistry and Genetics. Students will learn to recognize and understand fundamental processes common to all types of cells as well as understanding those processes unique to specialized or differentiated cells. At the completion of the course, students should be familiar with the mechanisms by which cells replicate and transcribe and translate their genetic information, secrete proteins, assemble organelles and transport molecules to them, move, respond to signals and divide. Course material will be presented in a combined lecture and discussion format. Students are encouraged to actively participate in class discussions and to ask questions.
Style: 85% Lecture, 15% Discussion.
Grading: 86% mid exam, 14% written homework.
Exam Format: Short essay, problem-solving, multiple choice, diagrams

Biol 4121 Microbial Ecology and Applied Microbiology
A-F only, 3 credit(s);
Instructor: Sadowsky, Michael Jay
Description: Evolution/structure of microbial communities. Abiotic and biotic factors influencing presence and persistence

Biol 4201 Teaching in the Biology Laboratory
   S-N only, 1 credit(s), max credits 2;
   Instructor: Scott, Cheryl L
   Description: Student may contact the instructor or department for information.

Biol 4201 Teaching in the Biology Laboratory
   S-N only, 1 credit(s), max credits 2;
   Instructor: Cotner, Sehoya H
   Description: Student may contact the instructor or department for information.

Biol 4364 Immunology
   A-F only, 2 credit(s);
   Instructor: Petzold, Andy M
   Description: Student may contact the instructor or department for information.

Biol 4721 Special Topics in the Life Sciences: Neuroscience From Cells to Society
   A-F only, 3 credit(s), max credits 8;
   Instructor: Dunbar, Robert Lee
   Description: Student may contact the instructor or department for information.

Biol 4793W Directed Studies: Writing Intensive
   S-N only, 1-6 credit(s), max credits 36, 6 completions allowed; Meets CLE req of Writing Intensive
   Instructor: Wick, Susan M
   Description: Student may contact the instructor or department for information.

Biol 4794W Directed Research
   S-N only, 1-6 credit(s), max credits 36, 6 completions allowed; Meets CLE req of Writing Intensive
   Instructor: Wick, Susan M
   Description: Student may contact the instructor or department for information.

Biol 4950 Special Topics in Biology
   2 credit(s), max credits 4, 1 completion allowed;
   Instructor: Powers, Jennifer Sarah
   Description: Student may contact the instructor or department for information.

Biol 4961H Thesis Writing in the Biological Sciences: Conveying and Contextualizing Results
   A-F only, 1 credit(s);
   Instructor: Schiff, Leslie Ann
   Description: Student may contact the instructor or department for information.

Biol 4993 Directed Studies
   S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
   Instructor: Earthman, Carrie P
   Description: Student may contact the instructor or department for information.

Biol 4994 Directed Research
   S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
   Instructor: O'Brien, Timothy David
   Description: Student may contact the instructor or department for information.

Biol 4994 Directed Research
   S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
   Instructor: Starr, Tim
Biol 4994 Directed Research
S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
Instructor: Sweet MD, Rob
Description: Student may contact the instructor or department for information.

Biol 4994 Directed Research
S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
Instructor: Simone, Donald A
Description: Student may contact the instructor or department for information.

Biol 4994 Directed Research
S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
Instructor: Campbell, Colin R
Description: Student may contact the instructor or department for information.

Biol 4994 Directed Research
S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
Instructor: Benditt, David G
Description: Student may contact the instructor or department for information.

Biol 4994 Directed Research
S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
Instructor: Wick, Susan M
Description: Student may contact the instructor or department for information.

Biol 4994 Directed Research
S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
Instructor: Panoskaltsis-Mortari PhD, Angela
Description: Student may contact the instructor or department for information.

Biol 4994 Directed Research
S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
Instructor: Simons, Andrew M.
Description: Student may contact the instructor or department for information.

Biol 4994 Directed Research
S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
Instructor: Poynter, Jen
Description: Student may contact the instructor or department for information.

Biol 4994 Directed Research
S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
Instructor: Kelekar, Ameeta
Description: Student may contact the instructor or department for information.

Biol 4994 Directed Research
S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
Instructor: Firpo, Meri
Description: Student may contact the instructor or department for information.

Biol 4994 Directed Research
S-N only, 1-6 credit(s), max credits 36, 6 completions allowed;
Instructor: Park PhD, Gregory
Description: Student may contact the instructor or department for information.
Biol 5409 Evolution
3 credit(s); One semester of college biology, grad student
Credit will not be granted if credit has been received for: BIOL 3409;
Instructor: Lanyon, Scott Merrill
Description: In the words of Theodosius Dobzhansky, "Nothing in Biology Makes Sense Except in the Light of Evolution."
This course explores the foundations of evolutionary biology. We will examine the divergence of biological forms through history with an emphasis on presently existing biological diversity. We will investigate the mechanisms of evolution and illustrate them with current research. A primary objective of the course is for students to learn evolutionary principles and develop the capability of applying these principles to understand how the biological world has evolved and continues to evolve. The course includes lectures (with active learning exercises) and weekly section meetings for labs, discussions, and computer simulation exercises. The course readings are drawn primarily from Freeman and Herron Evolutionary Analysis (4th edition, 2007). This text is available in the bookstore and will be on reserve in Magrath (St. Paul Central) Library. The lab manual is also available at the bookstore.
Style: 35% Lecture, 25% Discussion, 40% Laboratory.
Grading: 30% mid exam, 20% final exam, 10% class participation, 20% laboratory evaluation, 20% problem solving.
Exam Format: multiple choice, true/false, short answer, and essay.

Biol 6793 Directed Studies
1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Fuchs, James A
Description: Student may contact the instructor or department for information.

Biol 6794 Directed Research
S-N only, 1-7 credit(s), max credits 7, 1 completion allowed;
Instructor: Fuchs, James A
Description: Student may contact the instructor or department for information.

Biol 6999 Capstone Project
S-N only, 2 credit(s);
Instructor: Fuchs, James A
Description: Student may contact the instructor or department for information.

Biology, Society, and Environment

BSE 3001 An Introduction to Biology, Society, and Environment
A-F only, 2 credit(s);
Instructor: STAFF
Description: The course has several objectives: 1) to provide all BSE majors with a core experience and a forum to introduce you to the faculty, from whom you may take classes during your academic career at the University of Minnesota, and their intellectual interests; 2) to introduce you to the various educational opportunities and services offered by the University. Each week there will be a presentation by a faculty member followed by a question and answer period that may focus, at least in part, on the questions posed the previous week and addressed in the presentation. In addition, and occasionally, there will be a short presentation by a member of the educational community describing and promoting the educational services offered at the University and the varied educational opportunities.
Style: 100% Lecture.
Grading: 100% reflection paper.

BSE 3996 Senior Project Directed Research
A-F only, 3-4 credit(s), max credits 8; instr consent, dept consent, college consent Credit will not be granted if credit has been received for: BSE 3996H;
Instructor: Squires, Roderick H
Description: Student may contact the instructor or department for information.

BSE 3996H Honors: Senior Project Directed Research
A-F only, 3-4 credit(s), max credits 8; instr consent, dept consent, college consent Credit will not be granted if credit has been received for: BSE 3996;
Instructor: Squires, Roderick H
Description: Student may contact the instructor or department for information.
BSE 3997 Senior Project
A-F only, 2 credit(s), max credits 4; instr consent, dept consent, college consent Credit will not be granted if credit has been received for: BSE 3997H;
Instructor: Squires, Roderick H
Description: Student may contact the instructor or department for information.

BSE 3997H Honors: Senior Project
A-F only, 2 credit(s), max credits 4; instr consent dept consent college consent Credit will not be granted if credit has been received for: BSE 3997;
Instructor: Squires, Roderick H
Description: Student may contact the instructor or department for information.

Biomedical Engineering 7-105 Nils Hasselmo Hall

BMEn 1602 Biomedical Engineering Undergraduate Seminar II
1 credit(s);
Instructor: Tranquillo PhD, Robert T
Description: This seminar is the second class in a series of two given in the Fall and Spring of each academic year. The Fall seminar course serves to introduce students to biomedical engineering from an academic, industrial, and clinical perspective. The Spring seminar course serves to introduce students to the generic design process and to design aspects of several medical devices.
Style: 100% Guest Speakers.
Grading: 100% reports/papers. 100% based on term report. Attendance is mandatory.

BMEn 2101 Biomedical Thermodynamics
A-F only, 3 credit(s);
Instructor: Sachs, Jonathan Nathaniel
Description: Student may contact the instructor or department for information.

BMEn 3101 Biomedical Transport Processes
A-F only, 4 credit(s);
Instructor: Tranquillo PhD, Robert T
Description: In terms of subject matter: 1) Learn fundamentals of mass, heat, and momentum transport as applied to biomedical problems 2) Develop laboratory experience illustrating these fundamentals 3) Learn numerical methods required to compute solutions of related equations. In terms of ABET accreditation: a) an ability to apply knowledge of mathematics, science, and engineering b) an ability to design and conduct experiments, as well as to analyze and interpret data c) an ability to design a system, component, or process to meet desired needs d) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice. e) an understanding of biology and physiology, and the capability to apply advanced mathematics (including differential equations and statistics), science, and engineering to solve problems at the interface of engineering and biology. f) the ability to make measurements on and interpret data from living systems, addressing the problems associated with the interaction between living and non-living materials and systems.
Style: 60% Lecture, 20% Discussion, 20% Laboratory.
Grading: 45% mid exam, 27% final exam, 10% written homework, 18% laboratory evaluation. There are three mid-term exams, each worth 15% of the total grade.
Exam Format: Short answer and problems.

BMEn 3301 Biomaterials
A-F only, 4 credit(s);
Instructor: Bjork, Jason
Description: Student may contact the instructor or department for information.

BMEn 3401 Biomedical Systems Analysis
A-F only, 4 credit(s);
Instructor: Netoff, Tay Ivan
Description: This course focuses on biomedical signal processing and control theory. It will cover time series and image processing, plant modeling and control theory. A laboratory section will be held every other week. Textbook: Oppenheim and Wilsky, Signals and Systems. We will cover Fourier transforms, discrete Fourier transforms, Laplace transforms. System identification with autoregressive & moving average models and filter design. We will then cover control theory and stability analysis and how to design PID closed loop controllers. This course will focus on data analysis covering topics like calculating and analyzing power spectrum and short time power spectrum of data sets and how to use windows and
multitapers. Data analysis methods such as cross correlation and pre-whitening data will be taught. Image processing using linear and nonlinear methods will be taught as an extension of signal processing.

**Style:** 60% Lecture, 20% Discussion, 20% Laboratory.

**Grading:** 40% mid exam, 25% final exam, 10% written homework, 25% laboratory evaluation. 2 midterm exams, each worth 20%.

**Exam Format:** Short answer.

---

**BMEn 4002W Biomedical Engineering Design II**

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

**Instructor:** Ashkenazi, Shai

**Description:** This is the second course in a two-course series in design. The goal of this sequence is to develop design skills through the completion of a biomedical engineering design project. The objective of 4002 is to provide BME students with an opportunity to further refine design skills by building a physical prototype of the project developed during BMEn 4001, Fall Semester. The problem you have selected may not possess a unique solution. Your creativity, patience, and persistence will influence the results of your efforts. The emphasis of this course is on the process of design. The writing portion of the course will enhance technical communication skills. Successful designers utilize design processes that aid in making and documenting key decisions that ultimately produce better results. Your evaluation will be strongly influenced by your ability and the ability of your team to effectively demonstrate good design process.

**Style:** 80% Small Group Activities, 5% Student Presentation, 15% Guest Speakers.

**Grading:** See syllabus for grading information.

---

**BMEn 4710 Directed Research**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;**

**Instructor:** Odde, David John

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

---

**BMEn 4720 Directed Study**

**A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** Odde, David John

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

---

**BMEn 5101 Advanced Bioelectricity and Instrumentation**

**3 credit(s);**

**Instructor:** Talkachova, Alena

**Description:** This course focuses on the generation of biological electricity and its measurement, as well as therapeutic use of electricity to treat cardiac and neural problems. Specific areas of emphasis include generation of electric fields in biological tissues, ECG-based cardiac diagnosis, biosensors and electrodes, cardiac pacing/defibrillation. It is suitable for advanced undergraduate and graduate students.

**Style:** 65% Lecture, 20% Student Presentation, 15% Guest Speakers.

**Grading:** 45% mid exam, 40% written homework, 10% in-class presentation, 5% class participation.

**Exam Format:** Closed book, closed notes. Approximate exam dates: February 23, March 27, May 3.

---

**BMEn 5111 Biomedical Ultrasound**

**3 credit(s);**

**Instructor:** Ashkenazi, Shai

**Description:** This course is aimed to provide a gateway into the rich and versatile field of biomedical ultrasound. We will start from the basic physics of ultrasonic waves and their interaction with biological tissues, and then move to describe ultrasonic devices, imaging technology, and their applications in medicine and biology. New and emerging techniques in biomedical ultrasound will be introduced in the last part of the course. The major sections of the course include: Physics of ultrasound - Propagation in fluids and solids, reflection, scattering, absorption, ultrasonic properties of tissues. Transducer technology - Piezoelectric transducers, CMUTs. Medical ultrasound imaging - Pulse echo, flow estimation and Doppler imaging, design of imaging transducer arrays, contrast agents. Photoacoustic imaging - Laser generated ultrasound, Acoustic field of volume sources, photoacoustic image reconstruction, tissue optical properties, diffusion model for tissue optics, photoacoustic contrast agents. Applications of non-linear acoustic: Basic concepts of non-linear waves, harmonic imaging, and radiation force imaging.

**Style:** 100% Lecture.

**Grading:** 20% mid exam, 20% final exam, 20% quizzes, 40% written homework.

---

**BMEn 5151 Introduction to BioMEMS and Medical Microdevices**

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

**Instructor:** Saliterman MD, Steven S

**Description:** "Intro to BioMEMS and Medical Microdevices" is oriented to engineering and health sciences students. It
includes the following topics: 1) microfabrication of silicon, glass and polymer materials; 2) microfluidics and 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; and 10) biocompatibility and the ISO 10993 Standard. This course is ideal for senior undergraduate students; graduate students in biomedical, electrical, chemical, or mechanical engineering; materials science; and health related fields including biochemistry, molecular and cellular biology, physiology, genetics, laboratory medicine or medical school. The course content follows Dr. Salitnerman's textbook: “Fundamentals of BioMEMS and Medical Microdevices” (SPIE and Wiley Interscience).

**Style:** 70% Lecture, 10% Discussion, 15% Student Presentation. 5% Tour of the Nanofabrication Center and Characterization Facility

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

**Exam Format:** Essay

---

**BMEn 5311 Advanced Biomedical Transport Processes**

3-4 credit(s), max credits 4, 1 completion allowed; CSE upper div or grad student or instr consent; [ChEn 5103 or ME 5342] recommended

**Credit will not be granted if credit has been received for:** ME 5381;

**Instructor:** Odde, David John

**Description:** This course focuses primarily on biological fluid flows and electrochemical transport. The three major sections of the course are 1. Scaling of vascular flows (Barocas) 2. Mass transport in organs, tissues, and cells (Odde) 3. Volume averaging and interstitial flows (Barocas) The last section may change according to the interest of the class and instructor. Prerequisites: IT upper division undergraduate or graduate student, or consent of instructor An introductory fluids or transport course (e.g., BMEn 3101, ChEn 4002, ME 3322) is highly recommended.

**BMEn 5311 Advanced Biomedical Transport Processes**

3-4 credit(s), max credits 4, 1 completion allowed; CSE upper div or grad student or instr consent; [ChEn 5103 or ME 5342] recommended

**Credit will not be granted if credit has been received for:** ME 5381;

**Instructor:** Barocas, Victor Howard

**Description:** This course focuses primarily on biological fluid flows and electrochemical transport. The three major sections of the course are 1. Scaling of vascular flows (Barocas) 2. Mass transport in organs, tissues, and cells (Odde) 3. Volume averaging and interstitial flows (Barocas) The last section may change according to the interest of the class and instructor. Prerequisites: IT upper division undergraduate or graduate student, or consent of instructor An introductory fluids or transport course (e.g., BMEn 3101, ChEn 4002, ME 3322) is highly recommended.

---

**BMEn 5412 Neuromodulation**

A-F only, 3 credit(s);

**Instructor:** Johnson, Matthew Douglas

**Description:** Fundamentals of bioengineering approaches to modulate the nervous system including bioelectricity, biomagnetism, and optogenetics. Topics include design of neuromodulation devices, development of multi-scale computational models of neuromodulation, and implementation of technologies to evaluate the physiological effects of neuromodulation. Clinical exposure to managing neurological diseases and disorders with neuromodulation technology will be emphasized.

**Style:** This course consists of two 75-minute sessions per week. Course material is divided into two-week modules each with clinical applications, in-class demonstrations, and a practicum.

**Grading:** 25% mid exam, 25% final exam, 40% written homework, 10% class participation.

**Exam Format:** Take-home final exam

---

**BMEn 5413 Neural Decoding and Interfacing**

A-F only, 3 credit(s);

**Instructor:** Lim, Hubert Hyungil

**Description:** To provide an overview of the different types of neural interface technologies currently in use in patients as well as coverage of the biophysics, neural coding, and hardware features relating to their implementation in humans. The course will primarily focus on invasive neural implants that electrically interface with the peripheral or central nervous system. Neurophysiological principles and computational modeling of neurons, current flow through tissue, and the tissue-electrode interface will be covered to understand how electrical signals and information are transmitted between the device and neurons. Practical and ethical considerations for implanting these devices into humans are also presented. A final group project will be required for simulating a neural implant system.

**Style:** 80% Lecture, 10% Small Group Activities, 10% Student Presentation.

**Grading:** 30% special projects, 30% quizzes, 30% written homework, 10% class participation. All quizzes, homeworks, and final project must be completed and turned in on the designated dates. Only under severe circumstances (e.g., death in family, severe health condition) will a make-up opportunity be provided.

**Exam Format:** Quizzes will be open notes and book, and calculator will be allowed.
BMEn 5444 Muscle
3 credit(s);
Instructor: Thomas, David D
Description: Description: Introduction to physiology, biochemical regulation, and physical chemistry of muscle contraction.
Prerequisites: undergraduate courses in biochemistry or physiology.
Style: 80% Lecture, 15% Discussion, 5% Laboratory.
Grading: 25% mid exam, 40% final exam, 35% reports/papers.
Exam Format: essay, problem solving

BMEn 8001 Polymeric Biomaterials
A-F only, 3 credit(s);
Instructor: Wang, Chun
Description: Student may contact the instructor or department for information.

BMEn 8201 Advanced Tissue Mechanics
A-F only, 3 credit(s);
Instructor: Alford, Patrick William
Description: Tissues exist in dynamic mechanical environments where they must maintain a fine balance between applied loads and internal tension. Active adaptability of biological materials can significantly complicate measurement of their mechanical behavior. This course will cover fundamental continuum approaches for determining the complex stress states of actively responsive tissues as well as the force-feedback relationships that drive early development and allow mature tissues to maintain mechanical equilibrium. Topics will include theoretical approaches for active force generation, extracellular matrix remodeling, constrained mixtures. These methods are applicable to a wide range of biomechanical systems. In this course, they will be applied to mechanics of two model systems: arterial growth and remodeling in hypertension and sheet folding in early organogenesis and morphogenesis.
Style: 80% Lecture, 20% Discussion.
Grading: 30% mid exam, 30% final exam, 30% special projects, 10% written homework.
Exam Format: Short answer and problems.

BMEn 8335 Neuroengineering Practicum
A-F only, 3 credit(s), max credits 6;
Instructor: He, Bin
Description: Student may contact the instructor or department for information.

BMEn 8402 New Product Design and Business Development
A-F only, 4 credit(s); ME 8222; 8401 Credit will not be granted if credit has been received for: ME 8222;
Instructor: Adams, Carl Robert
Description: See web site for course description.

BMEn 8431 Controlled Drug and Gene Delivery: Materials, Mechanisms, and Models
A-F only, 4 credit(s); Differential equations course including partial differential equations or instr consent Credit will not be granted if credit has been received for: PHM 8431;
Instructor: Siegel, Ronald Alan
Description: This course is concerned with the physical, chemical, physiological, cell biological, and mathematical principles underlying the design of delivery systems for drugs, including small molecules, proteins, and genes, with some emphasis on temporal controlled release.
Style: 90% Lecture, 5% Student Presentation, 5% Guest Speakers.
Grading: 40% reports/papers, 10% in-class presentation, 50% problem solving.

BMEn 8602 Biomedical Engineering Seminar
S-N only, 1 credit(s);
Instructor: Wang, Chun
Description: Student may contact the instructor or department for information.

BMEn 8710 Directed Research
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Barocas, Victor Howard
Description: Student may contact the instructor or department for information.

BMEn 8720 Internship in Biomedical Engineering
S-N only, 1-3 credit(s), max credits 6;
Instructor: Barocas, Victor Howard
Description: Student may contact the instructor or department for information.

**BMEn 8820 Plan B Project**
2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Barocas, Victor Howard
Description: Student may contact the instructor or department for information.

**BMEn 8900 Special Topics in Biomedical Engineering: Microfluidics in Biology and Medicine**
A-F only, 3 credit(s), max credits 8;
Instructor: Wood, David K
Description: Student may contact the instructor or department for information.

**BMEn 8910 Independent Study**
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Barocas, Victor Howard
Description: Student may contact the instructor or department for information.

---

**Biomedical Informatics and Computational Biology**

**BICB Graduate Program**

**BICB Administration**

**BICB 8510 Computation and Biology**
A-F only, 2 credit(s), max credits 4;
Instructor: Neuhauser, Claudia
Description: Student may contact the instructor or department for information.

**BICB 8920 BICB Colloquium**
S-N only, 1 credit(s), max credits 2;
Instructor: Neuhauser, Claudia
Description: Student may contact the instructor or department for information.

**BICB 8930 BICB Journal Club**
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Neuhauser, Claudia
Description: Student may contact the instructor or department for information.

**BICB 8932 Proposal Writing Seminar**
S-N only, 1 credit(s);
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

**BICB 8970 Entrepreneurship and Leadership Seminar**
S-N only, 1 credit(s);
Instructor: Hall PhD, Linda Jean
Description: Student may contact the instructor or department for information.

**BICB 8991 Independent Study**
S-N only, 1-2 credit(s), max credits 4;
Instructor: Neuhauser, Claudia
Description: Student may contact the instructor or department for information.

---

**Biophysical Sciences**

**B272 Mayo Memorial Building**

**BPhy 5139 Seminar and Journal Club**
S-N only, 1 credit(s), max credits 2;
Instructor: Ritenour, Russell
Description: Student may contact the instructor or department for information.
BPhy 5173 Medical and Health Physics of Radiation Therapy
3 credit(s); 5170 or instr consent
Credit will not be granted if credit has been received for: TRAD 7173;
Instructor: Alaei, Parham
Description: Student may contact the instructor or department for information.

BPhy 5174 Medical and Health Physics of Imaging II
3 credit(s); 5170 or instr consent
Credit will not be granted if credit has been received for: TRAD 7174;
Instructor: Ritenour, Russell
Description: Student may contact the instructor or department for information.

BPhy 5177 Radiation Therapy Physics Lab: Radiation Physics Basics
A-F only, 3 credit(s);
Instructor: Gerbi, PhD, Bruce John
Description: This course provides students hands-on experience with hardware and software used in radiation therapy clinic for physics measurements. After this laboratory class the students are expected to have deeper understanding of the topics covered by the previous lectures.
Style: 100% Laboratory. Thursday 4:30PM-7:30PM Contact Dr. Watanabe (course director) for a permission number.
Grading: 80% reports/papers, 20% attendance.
Exam Format: no exam

Bioproducts and Biosystems Engineering 203 Kauft Lab

BBE 1002 Biorenewable Resources
A-F only, 3 credit(s); Meets CLE req of Technology and Society
Instructor: STAFF
Description: Develop an understanding of Biorenewable Resources, using wood and agriculture-based biomass for making various renewable, bio-based products. Environmental, technological, social, and economic implications of the use of these resources.

BBE 2201 Renewable Energy and the Environment
3 credit(s); Meets CLE req of Technology and Society
Instructor: Schmidt, David Roger
Description: Course Description: As a CLA technology and society elective, this 3 credit online course offered by the Bioproducts and Biosystems Department is designed to educate the student about the current energy climate and its environmental impact. BBE 2201 provides a broad overview and understanding of the energy needs and demands, various renewable energy technologies and their economic, environmental and societal implications. This course is designed specifically for students with ALL backgrounds and majors. Much of the material and content is scientific but our goal is to present it in a style which anyone can understand. Course Objectives: Make better consumers and citizens by increasing awareness and knowledge of energy and the relationship of energy to the environment as well as providing students with a working knowledge of the resources available on energy and energy resources. Course Delivery: Course will include approx. 30 online lessons. Most lessons will include a topic introduction by the instructor, a recorded video lecture by a topic expert (either a UMN faculty member, or industry representative), additional reading materials, a quiz based on the lesson materials, and other lesson specific assignments. Check the public url site bbe2201.cfans.umn.edu to get more information on the course or click on the course syllabus
Style: Class is completely online and asynchronous. From past student. "This class is just an elective, but it's by far my favorite class of the semester. It's so interesting and fun to "go to class to". Great set up!"
Grading: 10% final exam, 10% reports/papers, 10% special projects, 35% quizzes, 35% reflection paper. Workload is reasonable according to student surveys.
Exam Format: All online.

BBE 3043 Biological and Environmental Thermodynamics
A-F only, 3 credit(s);
Instructor: Wilson, Bruce Nord
Description: Basic concepts of thermodynamics are developed and applied to understand energy transformation in biological and environmental sciences. Topics include equilibrium states; first principle of thermodynamics; radiation heat transfer, enthalpies of gases, phase transitions, and chemical reactions; classical and statistical definition of entropy, Gibbs energy; and chemical potentials. Concepts are used to understand the dynamics of plant transpiration, stable and unstable atmospheric temperature gradients, atmospheric gases and climate change, and plant photosynthesis.
Style: 90% Lecture, 10% Demonstration.
Grading: 35% final exam, 30% additional semester exams, 35% problem solving.
BBE 3093 Directed Studies
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: STAFF
Description: Independent study of topic(s) involving physical principles as applied to agricultural production and land resources. Contact the department for information.

BBE 3201 Sustainability of Food Systems: A Life Cycle Perspective
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Hill, Jason David
Description: Hamburger or hummus? Conventional or organic? McDonald's or Mediterranean diet? What dietary choices are the most sustainable recognizing that what we eat affects not only our health but also the environment and the well-being of those involved in food production? Feeding a world population that in the coming decades will grow in both numbers and in wealth will require that we greatly increase the amount of food we produce and be better informed of its impacts. This course examines the consequences of the global food system from a life cycle perspective. Students will explore the diversity of both the foods we eat and the means by which we grow, process, distribute, and prepare them. Students will be asked to investigate and debate current topics and controversies in food sustainability, focusing on inherent complexity and trade-offs in various dietary options and the means of producing them. Case studies, readings, and discussion topics will be chosen to emphasize that responsible decisions concerning what we eat can only be made when we consider entire food supply chains and their full set of economic, environmental, and social consequences.

BBE 3393 Directed Study
1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: STAFF
Description: Opportunity to pursue experience not available through independent study or extra credit. In consultation with an advisor students develop a prospectus and complete progress reports and a final report on the project.

BBE 3396 Industrial Internship (Industrial Assignment)
A-F only, 1 credit(s);
Instructor: STAFF
Description: Industrial work assignment in program related to cooperative education. Evaluation based on formal report written by student at end of each semester of work assignment.

BBE 4013 Transport in Biological Processes II
A-F only, 3 credit(s);
Instructor: Nieber, John Little
Description: The course involves the application of the principles of thermodynamics, fluid flow, heat transfer and mass transfer to solving of problems involving biological processes and biomaterials at the cellular, organism and system level. Application problems include those related to analysis of biological systems, agricultural production, food processing and bioprocessing, biomaterials design, environmental protection, and natural resources management. After completion students should be able to: 1) Derive constitutive relationships for fluid flow, energy and mass transport in biological systems; 2) Formulate equilibrium thermodynamic relationships for states of thermal energy and mass in biological systems; 3) Formulate the governing equations for fluid flow, energy and mass transport in biological systems; 4) Recognize analytical solutions to well-posed mathematical statements related to fluid flow, and energy and mass transport in biological systems; 5) Understand the fundamentals and applications of discrete methods such as finite differences for solving well-posed mathematical statements related to fluid flow, and energy and mass transport in biological systems; 6) Solve practical problems involving fluid flow, energy and mass transport in biological systems. Fundamentals presented in the lectures and textbook are balanced with practical applications. In addition to homework assignments and exams, students develop designs for two practical problems.
Style: 75% Lecture. 25% Problem Solving
Grading: 20% mid exam, 20% final exam, 30% special projects, 10% laboratory evaluation, 20% problem solving.
Exam Format: Problem solving

BBE 4302 Biodegradation of Bioproducts
3 credit(s); 1002 or instr consent Credit will not be granted if credit has been received for: BBE 5302;
Instructor: Schilling, Jonathan Scott
Description: Class Description: I. 4/5302 Course Rationale: Bioproducts such as wood and wood composites are susceptible to degradation by biological organisms. Smart use and treatment of bioproducts can increase their service life and save money, but this requires familiarity with potential degraders. Understanding biodegradative pathways is also helping researchers develop novel means for processing raw materials and for bioengineering products. II. Course Description: This course explains organisms that modify or deteriorate lignocellulosic bioproducts, covers avoidance and control of these organisms, and explores their potential utilization in biotechnology. This course is required for all undergraduate students in the Department of Bioproducts and Biosystems Engineering.
**Style:** 75% Lecture, 15% Discussion. Hands on training

**Grading:** 60% mid exam, 20% final exam, 10% class participation, 10% other evaluation, attendance

**Exam Format:** 3 midsemester exams (multi-format = information comprehension + application)

---

**BBE 4303 Introduction to Bio-based Materials Science**
- **A-F only, 3 credit(s);**
- **CREDIT WILL NOT BE GRANTED IF CREDIT HAS BEEN RECEIVED FOR:** BBE 5303;
- **Instructor:** Dubay, Matthew Richard
- **Description:** Student may contact the instructor or department for information.

**BBE 4305 Pulp and Paper Technology**
- 3 credit(s);
- **Instructor:** Tschirner, Ulrike Waltrau
- **Description:** Student may contact the instructor or department for information.

**BBE 4333 Off-road Vehicle Design**
- **A-F only, 4 credit(s);** BBE 4303 or AEM 2021, AEM 3031, CE 3502 or Concurrent registration is required (or allowed) in CE 3502, upper div IT or instr consent
- **Credit will not be granted if credit has been received for:** BBE 5333;
- **Instructor:** Chaplin, Jonathan
- **Description:** Mechanics involved in designing and testing off-road vehicles. Vehicle mechanics, traction, and performance modeling of vehicle interaction with soil, muskeg, and snow. Off-road vehicles include: agricultural tractors, SUVs, snowmobiles, single track vehicles, and many others. Course provides insight into engine performance requirements, transmission design, steering, suspension and other vehicle systems.

**BBE 4355 Design of Wood Structures**
- 3 credit(s);
- **Instructor:** Brekke, Linda Loye
- **Description:** Student may contact the instructor or department for information.

**BBE 4402 Bio-based Products Engineering Lab I**
- **A-F only, 1 credit(s);** CHEM 2301, jr or sr or instr consent
- **Credit will not be granted if credit has been received for:** BBE 5402;
- **Instructor:** Tschirner, Ulrike Waltrau
- **Description:** Student may contact the instructor or department for information.

**BBE 4412W Biocomposites and Biomass Energy**
- **4 credit(s);** 1002, upper div BPCredit will not be granted if credit has been received for: BBE 5412; Meets CLE req of Writing Intensive
- **Instructor:** Seavey, Robert Thomas
**BBE 4413 Systems Approach to Residential Construction**
4 credit(s); Upper div or instr consent Credit will not be granted if credit has been received for: BBE 5413;  
Instructor: Janni, Kevin A  
Description: For students interested in the science of how houses work and how green buildings are planned, assembled, and maintained. This course begins with a presentation of the construction process, from the foundation up to the roof. We then discuss the building science related to the systems approach to residential buildings. Finally, the course addresses the key components of high performance houses: energy efficiency, durability, comfort and indoor air quality. A fundamental principal for this class is that green, sustainable houses are designed and built in accordance with the science and technology inherent to the systems approach, which emphasizes the interrelatedness of all of the building components and appliances.

**BBE 4414 Advanced Residential Building Science**
4 credit(s); 3001 or WPS 4301 Credit will not be granted if credit has been received for: BBE 5414;  
Instructor: Huelman, Patrick Henry  
Description: This course is intended to be an advanced course. Students are expected to be fully prepared and engaged in the content and its application. Approximately 80% of the course will be heavily structured to cover the critical content, but some time will be left for discussion. The course will give the student an excellent grasp of the key building science principles and the ability to put these principles to work in both a qualitative and quantitative manner to resolve common energy, moisture, and indoor air quality issues in residential buildings.  
Style: 80% Lecture, 15% Discussion, 5% Student Presentation.  
Grading: 60% mid exam, 15% written homework, 25% in-class presentation. Grades based off of percentages  
Exam Format: Short answers and problems

**BBE 4491 Senior Topics: Independent Study**
1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: STAFF  
Description: Independent study in an area of interest to an undergraduate majoring in one of the fields within the College of Food, Agricultural and Natural Resource Sciences.

**BBE 4502W BBE Capstone Design**
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Nieber, John Little  
Description: Student may contact the instructor or department for information.

**BBE 4504W Bio-based Products Development and Management**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Espinoza, Omar A  
Description: Student may contact the instructor or department for information.

**BBE 4523 Ecological Engineering Design**
A-F only, 3 credit(s); [CHEM 1022 or [CHEM 1062, CHEM 1066], 3012, upper div CSE] or instr consent Credit will not be granted if credit has been received for: BBE 5523;  
Instructor: Nieber, John Little  
Description: Student may contact the instructor or department for information.

**BBE 4713 Biological Process Engineering**
A-F only, 3 credit(s); [3033, [4013 or Concurrent registration is required (or allowed) in 4013], upper div CSE] or instr consent Credit will not be granted if credit has been received for: BBE 5713;  
Instructor: Zhao, Xueyan  
Description: Student may contact the instructor or department for information.

**BBE 4723 Food Process Engineering**
A-F only, 3 credit(s); [4013 or Concurrent registration is required (or allowed) in 4013], upper div CSE] or instr consent Credit will not be granted if credit has been received for: BBE 5723;  
Instructor: Ruan PhD, R. Roger  
Description: Application of principles of heat transfer and fluid flow to the design of various food processing operations, such as thermal and aseptic processing, freezing, pumping, drying, evaporation, and extrusion. Marketing and government regulation, nutrition issues, etc. Emphasis is on design and application of engineering principles to various food processing
unit operations, such as sterilization, pumping, heat exchangers and evaporators. Course involves both lecture and problem solving. Students in any engineering discipline with interest in food processing can successfully complete this course. Homework assignments, one mid-term exam and a final exam are required of every student.

**Style:** 60% Lecture, 20% Discussion, 20% Tutorials

**Grading:** 33% mid exam, 34% final exam, 33% problem solving.

**Exam Format:** Open book/open notes/take-home exam

---

**BBE 4733 Renewable Energy Technologies**

- **A-F only, 3 credit(s); Junior or senior**
- **Credit will not be granted if credit has been received for: BBE 5733**
- **Meets CLE req of Technology and Society**
- **Instructor:** Ruan PhD, R. Roger

**Description:** This course provides fundamentals to the current and emerging technologies for renewable energy production and uses. Issues regarding national energy security and environmental, economic and societal impacts of renewable energy will also be addressed. Students will learn the basic principals of various renewable energy technologies, such as solar thermal energy, solar photovoltaics, biomass energy, wind energy, hydroelectricity, tidal power, and geothermal energy, an understanding of basic characteristics of renewable resources, key methods for efficient production and use of renewable energy, an understanding of current and probable future developments in renewable energy technologies, impact of renewable energy on sustainable development.

**Style:** 70% Lecture, 5% Student Presentation, 5% Field Trips, 20% Guest Speakers.

**Grading:** 30% mid exam, 25% final exam, 15% reports/papers, 30% written homework.

---

**BBE 4801H Honors Research**

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

**Description:** First semester of independent research project supervised by faculty member.

---

**BBE 4802H Honors Research**

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

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

---

**BBE 4900 Intern Reports**

- **S-N only, 2 credit(s), max credits 4;**
- **Instructor:** Janni, Kevin A

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

---

**BBE 4900 Intern Reports**

- **S-N only, 2 credit(s), max credits 4;**
- **Instructor:** Wilson, Bruce Nord

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

---

**BBE 5095 Special Problems**

- **1-5 credit(s), max credits 5, 1 completion allowed;**
- **Instructor:** STAFF

**Description:** Advanced individual-study project. Application of engineering principles to specific problem. Student may contact the instructor or department for information.

---

**BBE 5202 Wood and Fiber Science**

- **A-F only, 3 credit(s);**
- **Instructor:** Tze, William Tai Yin

**Description:** The anatomical/cellular structure, physical, mechanical, and chemical properties of wood and other plant biomass. Impact of tree growth and forest management on wood quality, and implications of whole-tree utilization. Measurement and evaluation of wood raw materials. Common processing/conversion technologies for wood materials and other plant fibers, and properties of the resulting lumber, composite, paper, chemical, and energy products. This course is designed for students majoring in bioproducts and forest resources, or students interested in the fundamental science, technology, and utilization of wood and other plant materials.

**Style:** 80% Lecture, 15% Small Group Activities, 5% Guest Speakers. Small group activities involve team work to discuss and answer questions on pre-assigned reading.

**Grading:** 20% mid exam, 20% final exam, 16% quizzes, 16% problem solving. Class (small group) activities: 8% Research paper: 20%
BBE 5302 Biodegradation of Bioproducts
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: BBE 4302;
Instructor: Schilling, Jonathan Scott
Description: Class Description: I. 4/5302 Course Rationale: Bioproducts such as wood and wood composites are susceptible to degradation by biological organisms. Smart use and treatment of bioproducts can increase their service life and save money, but this requires familiarity with potential degraders. Understanding biodegradative pathways is also helping researchers develop novel means for processing raw materials and for bioengineering products. II. Course Description: This course explains organisms that modify or deteriorate lignocellulosic bioproducts, covers avoidance and control of these organisms, and explores their potential utilization in biotechnology. This course is required for all undergraduate students in the Department of Bioproducts and Biosystems Engineering.
Style: 75% Lecture, 15% Discussion. Hands on training
Grading: 60% mid exam, 20% final exam, 10% class participation, 10% other evaluation. attendance
Exam Format: 3 midsemester exams (multi-format = information comprehension + application)

BBE 5303 Introduction to Bio-based Materials Science
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: BBE 4303;
Instructor: Dubay, Matthew Richard
Description: Student may contact the instructor or department for information.

BBE 5305 Pulp and Paper Technology
3 credit(s);
Instructor: Tschirner, Ulrike Waltrau
Description: Student may contact the instructor or department for information.

BBE 5333 Off-road Vehicle Design
A-F only, 4 credit(s); [[2001, 4303] or [AEM 2021, AEM 3031], [3012 or Concurrent registration is required (or allowed) in 3012 or CE 3502 or Concurrent registration is required (or allowed) in CE 3502], upper div CSE] or instr consent Credit will not be granted if credit has been received for: BBE 4333;
Instructor: Chaplin, Jonathan
Description: Mechanics involved in designing and testing off-road vehicles. Vehicle mechanics, traction, and performance modeling of vehicle interaction with soil, muskeg, and snow. Off-road vehicles include; agricultural tractors, SUVs, snowmobiles, single track vehicles, and many others. Course provides insight into engine performance requirements, transmission design, steering, suspension and other vehicle systems. Additional project work required for credit in BBE 5333.

BBE 5402 Bio-based Products Engineering Lab I
A-F only, 1 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: BBE 4402;
Instructor: Tschirmer, Ulrike Waltrau
Description: Student may contact the instructor or department for information.

BBE 5412 Biocomposites and Biomass Energy
4 credit(s); credit will not be granted if credit already received for: BP4412/BP 5412 Credit will not be granted if credit has been received for: BBE 4412W;
Instructor: Seavey, Robert Thomas

Style: 50% Lecture, 25% Laboratory, 25% Field Trips.
Grading: 30% mid exam, 20% final exam, 40% reports/papers, 10% other evaluation.

BBE 5413 A Systems Approach to Residential Construction
4 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: BBE 4413;
Instructor: Janni, Kevin A
Description: For students interested in the science of how houses work and how green buildings are planned, assembled and maintained. This course begins with a presentation of the construction process, from the foundation up to the roof. We then discuss the building science related to the systems approach to residential buildings. Finally, the course addresses the key components of high performance houses: energy efficiency, durability, comfort and indoor air quality. A fundamental principal for this class is that green, sustainable houses are designed and built in accordance with the science and technology inherent to the systems approach, which emphasizes the interrelatedness of all of the building components and appliances.

BBE 5414 Advanced Residential Building Science
4 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: BBE 4414;
Instructor: Huelman, Patrick Henry
Description: Student may contact the instructor or department for information.

BBE 5504 Bio-based Products Development and Management
A-F only, 3 credit(s);
Instructor: Espinoza, Omar A
Description: Student may contact the instructor or department for information.

BBE 5523 Ecological Engineering Design
A-F only, 3 credit(s); [CHEM 1022 or CHEM 1062, CHEM 1066], BBE 3012, grad student] or instr consent Credit will not be granted if credit has been received for: BBE 4523;
Instructor: Nieber, John Little
Description: Student may contact the instructor or department for information.

BBE 5713 Biological Process Engineering
A-F only, 3 credit(s); [3033, [4013 or Concurrent registration is required (or allowed) in 4013], [upper div CSE or grad student]] or instr consent Credit will not be granted if credit has been received for: BBE 4713;
Instructor: Zhao, Xueyan
Description: Student may contact the instructor or department for information.

BBE 5723 Food Process Engineering
A-F only, 3 credit(s); [[4013 or Concurrent registration is required (or allowed) in 4013], [upper div CSE or grad student]] or instr consent Credit will not be granted if credit has been received for: BBE 4723;
Instructor: Ruan PhD, R. Roger
Description: Student may contact the instructor or department for information.

BBE 5733 Renewable Energy Technologies
A-F only, 3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: BBE 4733;
Instructor: Ruan PhD, R. Roger
Description: Student may contact the instructor or department for information.

BBE 8002 Seminar II
A-F only, 1 credit(s), max credits 2;
Instructor: Sarkinen, Simo
Description: Student may contact the instructor or department for information.
BBE 8094 Advanced Problems and Research
2-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Nieber, John Little
Description: Student may contact the instructor or department for information.

BBE 8300 Research Problems
1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

BBE 8513 Hydrologic Modeling of Small Watersheds
3 credit(s);
Instructor: Wilson, Bruce Nord
Description: Student may contact the instructor or department for information.

Business Administration 2-190 Hanson Hall

BA 1910W Freshman Seminar, WI: Corporate Ethics in the Spin Cycle
A-F only, 2 credit(s), max credits 6, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Littlefield, Holly A
Description: Popular Culture and the Evil Empire: Business and the Media For decades Hollywood films and the popular media have portrayed corporate America as the enemy—a decadent, heartless entity that values profits over people. Investigative reporters in the early Twentieth Century turned out scathing exposes of businesses abusing workers, customers, and the environment. Popular books and films like Wall Street, The Insider, and Roger and Me depicted the business world in unflattering terms. In response, corporations have employed increasingly sophisticated public relations campaigns to control public perception of their businesses. Additionally media conglomeration has also provided some businesses with the method to more tightly control what gets said or reported about them in the media. This discussion-based course will look at the ways that corporations, business executives, workers, and entrepreneurs are portrayed in popular culture and at the ways that the media covers business issues. We will consider how this image has developed over time and look at the archetypes of the business world from Horatio Alger to the Corporate Raider.

BA 3000 Career Skills
S-N only, 1 credit(s);
Instructor: STAFF
Description: The focus of this course is to increase your awareness, knowledge and skills associated with the career and job search process. The course includes career discovery, but is mainly focused on the tactical pieces of a job search. You will be exposed to a variety of individuals who will give you different perspectives on the process, such as recruiters from local organizations and students who have completed an internship. You will learn to write a professional resume and cover letter, complete behavior-based interviews, research companies and positions, conduct an informational interview, and use the Undergraduate Business Career Center and The Edge. This development will increase your ability to undertake a successful career and job search now and in the future.
Style: 35% Lecture, 50% Discussion, guest speakers
Grading: 90% reports/papers, 10% class participation.

BA 3999 Internship Seminar
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Kinross-Wright, Morgan Elise
Description: BA 3999 is a one-credit independent study course for students who want or need to gain a credit with an internship. You can take it during your internship or the semester following the internship. The course consists of a meeting with the instructor during the semester and several short assignments designed to help you with the next phase of your career development. If you would like to take the class, you will need to fill out an 'Internship documentation form' available at the UBCC front desk in 2-180 Hanson Hall, have your internship supervisor (and yourself) sign it, and bring it back or fax it back to Morgan Kinross-Wright in the UBCC. At that time you will be given permission to register. International students must also visit ISSS for information and paperwork related to CPT.

BA 4501 Carlson Funds Enterprise: Growth
OPT No Aud, 3 credit(s), max credits 6;
Instructor: Frank, Murray Z
Description: Student may contact the instructor or department for information.

BA 4502 Carlson Funds Enterprise: Fixed Income
Business Law 3-110 Carlson School of Management

BLaw 3058 The Law of Contracts and Agency
A-F only, 4 credit(s);
Instructor: Kramer, Jack
Description: First third of the course covers contracts and sales using the Socratic method of case analysis, much like a law school approach. Remainder of the course covers the law of warranties, product liability, negotiable instruments, real estate, wills and estates, agency, equal opportunity in employment law, secured transactions, and law relating to public companies and corporate governance.
Grading: 30% final exam, 60% additional semester exams, 10% class participation.
Exam Format: Mostly multiple choice. Also, short answer questions based on law school-type hypos.

BLaw 6158 The Law of Contracts and Agency
A-F only, 4 credit(s);
Instructor: Kramer, Jack
Description: Student may contact the instructor or department for information.

Center for Learning Innovation

CLI 1393 Directed Study
1-3 credit(s), max credits 6;
Instructor: Wacek, Jennifer A
Description: Student may contact the instructor or department for information.

CLI 1393 Directed Study
1-3 credit(s), max credits 6;
Instructor: Metzger, Kelsey Jean
Description: Student may contact the instructor or department for information.

CLI 1393 Directed Study
CLI 1712 University Experience II
S-N only, 1 credit(s);
Instructor: Fridgen, Michael William
Description: Student may contact the instructor or department for information.

CLI 1712 University Experience II
S-N only, 1 credit(s);
Instructor: Buehler, Emily Marie
Description: Student may contact the instructor or department for information.

CLI 1712 University Experience II
S-N only, 1 credit(s);
Instructor: Hooke, Jennifer
Description: Student may contact the instructor or department for information.

CLI 1712 University Experience II
S-N only, 1 credit(s);
Instructor: Tesch, Nathan Keith
Description: Student may contact the instructor or department for information.

CLI 1712 University Experience II
S-N only, 1 credit(s);
Instructor: Weber, Kendra A.
Description: Student may contact the instructor or department for information.

CLI 2522 Community Collaboratory
A-F only, 3 credit(s);
Instructor: McGill, Douglas Cornish
Description: Student may contact the instructor or department for information.

CLI 2712 Career Development II
S-N only, 1 credit(s);
Instructor: Hegland, Jennifer Jean
Description: Student may contact the instructor or department for information.

CLI 3393 Directed Study
1-3 credit(s), max credits 6;
Instructor: Wacek, Jennifer A
Description: Student may contact the instructor or department for information.

CLI 3393 Directed Study
1-3 credit(s), max credits 6;
Instructor: Brewer, Cameron David
Description: Student may contact the instructor or department for information.

CLI 3393 Directed Study
1-3 credit(s), max credits 6;
Instructor: Collie, Rachael Margaret
Description: Student may contact the instructor or department for information.

CLI 3393 Directed Study
1-3 credit(s), max credits 6;
Instructor: Norris, Adele Natasha
Description: Student may contact the instructor or department for information.
CLI 3394 Directed Research
1-6 credit(s), max credits 6, 4 completions allowed;
Instructor: Dunbar, Robert Lee
Description: Student may contact the instructor or department for information.

CLI 3394 Directed Research
1-6 credit(s), max credits 6, 4 completions allowed;
Instructor: Metzger, Kelsey Jean
Description: Student may contact the instructor or department for information.

CLI 3394 Directed Research
1-6 credit(s), max credits 6, 4 completions allowed;
Instructor: Dingel, Molly J.
Description: Student may contact the instructor or department for information.

CLI 3394 Directed Research
1-6 credit(s), max credits 6, 4 completions allowed;
Instructor: Muthyala, Rajeev S.
Description: Student may contact the instructor or department for information.

CLI 3496 Internship: Professional Experience
S-N only, 1-6 credit(s), max credits 12, 4 completions allowed;
Instructor: Taniguchi, Yuko
Description: Student may contact the instructor or department for information.

CLI 3711 Leadership and Development I: Public Presentation Skills and Strategies
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Bruenger, Aaron Michael
Description: Student may contact the instructor or department for information.

CLI 3711 Leadership and Development I: Psychology of Pain and Suffering
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Collie, Rachael Margaret
Description: Student may contact the instructor or department for information.

CLI 3712 Leadership and Development II
S-N only, 1 credit(s);
Instructor: Taniguchi, Yuko
Description: Student may contact the instructor or department for information.

CLI 4496 Capstone Internship
S-N only, 1-12 credit(s), max credits 36, 3 completions allowed;
Instructor: Hegland, Jennifer Jean
Description: Student may contact the instructor or department for information.

CLI 4696 Capstone Research Experience
S-N only, 1-12 credit(s), max credits 24, 3 completions allowed;
Instructor: Dunbar, Robert Lee
Description: Student may contact the instructor or department for information.

CLI 4711 Capstone Reflections I
S-N only, 1 credit(s);
Instructor: Taniguchi, Yuko
Description: Student may contact the instructor or department for information.

CLI 4712 Capstone Reflections II
S-N only, 1 credit(s);
Instructor: Sage PhD, Starr Kelly
Description: Student may contact the instructor or department for information.
CLI 4713 Capstone Reflections I and II
S-N only, 2 credit(s);
Instructor: Finnegan, Amy C
Description: Student may contact the instructor or department for information.

CLI 4713 Capstone Reflections I and II
S-N only, 2 credit(s);
Instructor: Nichols, Marcia Dawn
Description: Student may contact the instructor or department for information.

CLI 4896 Capstone Certificate in Health Professions
6-15 credit(s), max credits 30;
Instructor: Hegland, Jennifer Jean
Description: Student may contact the instructor or department for information.

Center for Spirituality and Healing
Mayo Code 505; C592 Mayo

CSpH 1001 Principles of Holistic Health and Healing
2 credit(s);
Instructor: Brady, Linda J
Description: This course focuses on how individuals and society can work for a balanced life to achieve optimal health with our stressful lifestyles. Topics include: 1. what is health and well being? 2. cultural constructs of health and well being; 3. fundamental principles and proven measures of holistic health that promote health and well being; 4. practical application and integration of holistic health practices into daily personal life. Class will be interactive and students will reflect on the application of the principles to their daily lives; a key component of class is to become more mindful and "present" in our daily lives and then to understand how we can apply this to be more balanced as students in US society. Students will be able to choose an in class or online option. All students will complete an assignment each week to reflect on the topic, but students who choose the online option will complete a second written assignment to makeup for what was missed in class. Students who choose to attend class will need to agree to mutually derived class rules (e.g. cell phones off, no multi-tasking).
Style: 50% Lecture, 50% Discussion. Most classes will present information and students will discuss/reflect on it in class groups. Students who choose not to attend class will need to complete an additional assignment to make up for class points.
Grading: 67% reflection paper, 33% class participation. Students will read or watch a video and reflect on the significace of the material. The expectation for class is that students sit up front, put away electronics, and participate fully
Exam Format: No exams

CSpH 3101 Creating Ecosystems of Well-Being
2 credit(s);
Instructor: Hathaway, Kate M
Description: Student may contact the instructor or department for information.

CSpH 3201 Introduction to Mindfulness-Based Stress Reduction
2 credit(s);
Instructor: Storlie, Erik Fraser
Description: The class will introduce students to a variety of techniques by which the stress endemic in a fast-paced competitive culture can be both reduced, as well as worked with constructively. Students will engage in both experiential and intellectual learning. They will practice and apply techniques of stress-reduction through "mindfulness" - the steady, intentional gathering of a non-judgmental awareness into the present moment in various activities. They will also think critically as they study and evaluate recent medical-scientific literature on the physiological and psychological elements in the stress response.

CSpH 3301 Food Choices: Healing the Earth, Healing Ourselves
3 credit(s); Credit will not be granted if credit has been received for: FSCN 3301;
Instructor: Brady, Linda J
Description: Food production in our current industrial system feeds the world, but at a cost to the environment. In nutrition we often talk about a healthy diet, but only occasionally do we link our food and diet choices to agricultural practices and the health of the planet. This class will link the concepts of human health and planetary health in terms of food. There are no prerequisites to the class, but you should have been exposed to critical reading, writing, and thinking to make your journey through this class more fulfilling. Using the framework of complexity theory and gentle action, topics that we will cover include: human food/nutrition needs and food security, influences on our food choices and decisions, cultural and
personal context of food choices, ways that food is produced-farm to fork, especially industrial monoculture, food choices and the earth's bio diversity, land use, water use and pollution, energy needs, climate change, alternatives-organic and sustainable, fair trade and economic policies and choices, global tradeoffs. Class is totally online, although several videos will be scheduled in the evening for easy student access (students could also view these by purchase or rental). This class works best for students who are self motivated and organized and who are comfortable reading, analyzing, and using data to backup their own opinions.

Style: 100% Web Based.
Grading: 50% written homework, 50% reflection paper.

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

CSpH 5010 Introduction to Integrative Healing Practices
3 credit(s);
Instructor: Culliton, Patricia D
Description: Student may contact the instructor or department for information.

CSpH 5012 Art of Healing: Self as Healer
1 credit(s);
Instructor: Culliton, Patricia D
Description: Student may contact the instructor or department for information.

CSpH 5115 Cultural Knowledge, Health, and Contemporary Cultural Communities
3 credit(s);
Instructor: Hassel, Craig Alan
Description: Student may contact the instructor or department for information.

CSpH 5121 Whole Systems Healing: Health and the Environment
2 credit(s);
Instructor: Halcon PhD, Linda Luciente
Description: Our individual and collective wellbeing are exquisitely intertwined and interdependent with that of the environmental systems we inhabit. Whole Systems Healing uses complexity theory to explore the interface between human and environmental health, and describes practical ways to optimize both.

CSpH 5201 Spirituality and Resilience
2 credit(s);
Instructor: Marshall, Kathy M
Description: In-depth exploration of resilience, spirituality, and the link between them. Specific applications of the resilience/health realization model to students' personal and professional lives. Relevant literature, theory and research will be explored. Spirituality and Resilience Center for Spirituality and Healing CSpH 5201 Spring 2012 Two graduate or undergraduate credits offered by the University of Minnesota Center for Spirituality and Healing. Personal growth and reflection?Professional development in health care, education, prevention and other helping services?In-depth exploration of resilience theory and spirituality?Specific applications of the Resilience/Health Realization model to students' lives, professions and helping relationships?Scheduled so working professionals may attend Objectives include literature critique, examination of personal resilience and protective factors, analysis of historical relationship of resilience and spirituality, experience and description of the principles of health realization, development of criteria and standards for assessing resilience in self and others, and synthesis of the understanding into professionally appropriate applications for each student's situation. Students from classes offered since 2002 report the class is life-changing? and meaningful.? Frequently students say this is the most valuable course they have ever taken anywhere. The concentrated small seminar
schedule offers an "immersion experience" in this interesting and important topic. Various options for course reading materials accommodate different learning styles, personal interests and stimulate meaningful group dialogue. For registration details contact Carla Mantel at the Center for Spirituality at 612-624-9459. For other questions please call the faculty person for this course: Kathy Marshall Emerson, 612-554-05443. (marsh008@umn.edu). Fees vary for undergraduate, graduate program or continuing education enrollment status. Traditional graded, as well as audited or "S/N" enrollment status options are available. 2012 Dates: Meets 4:30-8:00 p.m. five Wednesdays and two Saturdays 9 a.m. to 5 p.m. for a total of seven sessions. January 18, Wednesday 4:30 to 8 p.m. January 21, Saturday, 9 a.m. to 5 p.m. February 11, Saturday, 9 a.m. to 5 p.m. February 15, Wednesday, 4:30 to 8 p.m. March 21, Wednesday, 4:30 to 8 p.m. April 11, Wednesday, 4:30 to 8 p.m. May 2, Wednesday, 4:30 to 8 p.m. Location: St. Paul Campus, Ruttan B 36.  

**Style:** 15% Lecture, 10% Film/Video, 55% Discussion, 10% Small Group Activities, 10% Student Presentation.  

2012 Dates: Meets 4:30-8:00 p.m. five Wednesdays and two Saturdays 9 a.m. to 5 p.m. for a total of seven sessions. January 18, Wednesday 4:30 to 8 p.m. January 21, Saturday, 9 a.m. to 5 p.m. February 11, Saturday, 9 a.m. to 5 p.m. February 15, Wednesday, 4:30 to 8 p.m. March 21, Wednesday, 4:30 to 8 p.m. April 11, Wednesday, 4:30 to 8 p.m. May 2, Wednesday, 4:30 to 8 p.m. Location: St. Paul Campus, Ruttan B 36.  

**Style:** 15% Lecture, 10% Film/Video, 55% Discussion, 10% Small Group Activities, 10% Student Presentation.  

2012 Dates: Meets 4:30-8:00 p.m. five Wednesdays and two Saturdays 9 a.m. to 5 p.m. for a total of seven sessions. January 18, Wednesday 4:30 to 8 p.m. January 21, Saturday, 9 a.m. to 5 p.m. February 11, Saturday, 9 a.m. to 5 p.m. February 15, Wednesday, 4:30 to 8 p.m. March 21, Wednesday, 4:30 to 8 p.m. April 11, Wednesday, 4:30 to 8 p.m. May 2, Wednesday, 4:30 to 8 p.m. Location: St. Paul Campus, Ruttan B 36.  

**Style:** 15% Lecture, 10% Film/Video, 55% Discussion, 10% Small Group Activities, 10% Student Presentation.  

**Exam Format:** None  

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

**CSpH 5226 Advanced Meditation: Body, Brain, Mind, and Universe**  
1 credit(s);  
Instructor: Storlie, Erik Fraser  
**Description:** Students will work to integrate meditation practice into daily life, cultivating awareness of the fundamental oneness of body, brain, mind, and universe. Attention will be given to mind-body interactions in health, the "hard problem" of consciousness in brain science, and the emergence of compassion, wisdom, and healing in non-discursive awareness.  

**CSpH 5226 Advanced Meditation: Body, Brain, Mind, and Universe**  
1 credit(s);  
Instructor: Kreitzer, Mary Jo  
**Description:** Student may contact the instructor or department for information.  

**CSpH 5311 Introduction to Traditional Chinese Medicine**  
A-F only, 2 credit(s);  
Instructor: Hafner, Christopher  
**Description:** Student may contact the instructor or department for information.  

**CSpH 5317 Yoga: Ethics, Spirituality, and Healing**  
2 credit(s);  
Instructor: Cameron PhD, Miriam Elaine  
**Description:** This course will introduce students to ethics, spirituality, and healing from the perspective of Yoga, an ancient Indian discipline. Students will examine the claim that systematic Yoga practice leads to optimal health. Using critical thinking, students will evaluate philosophical knowledge, scientific evidence, and practical application, and propose research-based programs for integrating Yoga into personal and professional life.  

**Style:** 100% Web Based. Course is online: Watch videos, read materials, practice postures and breathing techniques, meditate, engage in online discussion.  

**Grading:** 50% reports/papers, 12% special projects, 30% journal, 8% class participation.  

**Exam Format:** No exams. Students do modules and post journals, practicum paper, responses, and final paper (consists of 3 journals) online.
CSpH 5401 People, Plants, and Drugs: Introduction to Ethnopharmacology
3 credit(s);
Instructor: McKenna PhD, Dennis Jon
Description: Ethnopharmacology can be defined as "The interdisciplinary scientific investigation of biologically active substances utilized by humans." As such, ethnopharmacology combines aspects of botany, natural products chemistry, conventional pharmacology, pharmacognosy, anthropology, medicine, and even psychology and the comparative study of religions into a synthetic discipline whose subject matter is human interactions with biologically active plants and animals as medicines, poisons, and "recreational" or ritual intoxicants. Although theoretically ethnopharmacology could include human uses of drugs and toxins in contemporary, post-industrial societies, in practice its primary focus is on indigenous and non-Western cultures. Part of the scope of ethnopharmacology is the documentation of the plants and animals used as drugs and poisons in such cultures, and the ethnographic description of their preparation and use. Another important component of the study of ethnopharmacology, however, is the application of state-of-the-art scientific methods, borrowed from taxonomy, natural products chemistry, and conventional pharmacology, to identify, isolate, and characterize the active compounds responsible for the actions of drugs and poisons used in non-Western cultures. It is this aspect of ethnopharmacology that has led time and again to the discovery of important medicines that subsequently became integrated into the Western physician's pharmacopoeia. This course will cover both the ethnographic and scientific aspects of ethnopharmacology about equally. Emphasis will be placed on helping students to appreciate the importance of ethnopharmacological investigations in the process of drug discovery and the evolution of modern medicine, and to develop a cross-cultural perspective on human interactions with drugs and toxins. Drug use and abuse is as old as the human condition, and different cultures have evolved different ways of using the drugs and toxins in their natural environment in both abusive and constructive ways. This course will examine the varieties of ways that humans interact with biologically active organisms in their environment.
Grading: 10% mid exam, 10% final exam, 20% written homework, 20% journal, 20% in-class presentation, 20% class participation.

CSpH 5431 Functional Nutrition: An Expanded View of Nutrition, Chronic Disease, and Optimal Health
2 credit(s);
Instructor: Denton, Carolyn Ward
Description: This course will present a novel approach to the principles of nutrition as they relate to optimal health and the prevention, control or intervention in a disease process. This is a model of nutrition application that complements and expands beyond normal growth and development, an approach that attempts to reduce chronic disease by looking for underlying factors or triggers of disease. This model of nutrition considers system dysfunction a pre-disease state and looks for ways to apply nutrition and restore function. The purpose of the course is to provide an overview of this novel application of nutrition. The course will emphasize the importance of nutrition as a component of self-care.
Grading: 25% final exam, 40% reports/papers, 10% in-class presentation, 25% other evaluation. Self assessment and written nutritional intervention

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

CSpH 5535 Reiki Healing
S-N only, 1 credit(s);
Instructor: Ringdahl, Deborah Rene
Description: Students will learn the history, principles, precepts, and practical application of Reiki energy healing. Alternative energy healing modalities and current research findings will be discussed. Following activation of the Reiki energy, participants will learn the hand positions used to perform a treatment. A portion of each class meeting will be used to provide Reiki treatments and to discuss findings.

CSpH 5536 Advanced Reiki Healing: Level II
S-N only, 1 credit(s);
Instructor: Ringdahl, Deborah Rene
Description: Students will learn advanced principles and application of Reiki energy healing. The four levels of healing will be further explored, with emphasis on healing at the spiritual level. Following activation of the Reiki energy, participants will learn the energy symbols that allow for energy transfer through space and time. Students will learn to use second level Reiki energy for both distance healing and the standard Reiki treatment. A portion of each class meeting will be used to provide Reiki treatments and to discuss findings. Current literature and research findings will also be discussed.
CSpH 5555 Introduction to Body and Movement-based Therapies
   2 credit(s);
   Instructor: Nordstrom-Loeb, Barbara E
   Description: This course will cover the basic theories and approaches of selected Somatic Therapies, including dance, movement and body-based therapies. It will include 1) historic and theoretical perspectives on the use of movement, dance and somatic re-patterning, 2) demonstrations of specific techniques, and 3) application of techniques to specific populations and settings. The experiential part of the course will include individual, partner and group exercises intended to embody and deepen the topics covered in the class.

CSpH 5631 Healing Imagery I
   2 credit(s);
   Instructor: Heiderscheit PhD, Annie Lynne
   Description: Student may contact the instructor or department for information.

CSpH 5641 Animals in Health Care: The Healing Dimensions of Human/Animal Relationships
   3 credit(s);
   Instructor: Larson, Jean Marie
   Description: Student may contact the instructor or department for information.

CSpH 5702 Fundamentals of Health Coaching II
   A-F only, 4 credit(s);
   Instructor: Olson, Deborah Collins
   Description: Please contact department or instructor for further information. There will be a $300 course fee associated with this course.

CSpH 5705 Health Coaching Professional Internship
   S-N only, 2 credit(s);
   Instructor: Lawson MD, Karen Lynn
   Description: Student may contact the instructor or department for information.

CSpH 8101 Critiquing and Synthesizing Integrative Healing Practices Research
   2 credit(s);
   Instructor: Duckett, Laura J
   Description: Student may contact the instructor or department for information.

CSpH 8191 Independent Study in Complementary Therapies and Healing Practices
   1-6 credit(s), max credits 6, 1 completion allowed;
   Instructor: Ringdahl, Deborah Rene
   Description: Student may contact the instructor or department for information.

CSpH 8191 Independent Study in Complementary Therapies and Healing Practices
   1-6 credit(s), max credits 6, 1 completion allowed;
   Instructor: Kreitzer, Mary Jo
   Description: Student may contact the instructor or department for information.

CSpH 8191 Independent Study in Complementary Therapies and Healing Practices
   1-6 credit(s), max credits 6, 1 completion allowed;
   Instructor: Larson, Jean Marie
   Description: Student may contact the instructor or department for information.

CSpH 8191 Independent Study in Complementary Therapies and Healing Practices
   1-6 credit(s), max credits 6, 1 completion allowed;
   Instructor: Heiderscheit PhD, Annie Lynne
   Description: Student may contact the instructor or department for information.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChEn 2594</td>
<td>Directed Research Lower Division</td>
<td>1-4</td>
<td>Kumar, Satish</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>ChEn 3006</td>
<td>Mass Transport and Separation Processes</td>
<td>4</td>
<td>Zasadzinski, Joseph Anthony</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>ChEn 3041</td>
<td>Industrial Assignment I</td>
<td>2</td>
<td>Francis, Lorraine F</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>ChEn 3045</td>
<td>Chemical Engineering Industrial Internship</td>
<td>1</td>
<td>Francis, Lorraine F</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>ChEn 3102</td>
<td>Reaction Kinetics and Reactor Engineering</td>
<td>4</td>
<td>Daoutidis, Prodromos</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>ChEn 3201</td>
<td>Numerical methods in ChEn applications</td>
<td>3</td>
<td>Dorfman, Kevin</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>ChEn 3401W</td>
<td>Junior Chemical Engineering Lab</td>
<td>2</td>
<td>Caretta, Raul Alberto</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>ChEn 4041</td>
<td>Industrial Assignment II</td>
<td>2</td>
<td>Francis, Lorraine F</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>ChEn 4214</td>
<td>Polymers</td>
<td>3</td>
<td>Lodge, Timothy P</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>ChEn 4223W</td>
<td>Polymer Laboratory</td>
<td>2</td>
<td>Taton, T. Andrew</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>ChEn 4502W</td>
<td>Chemical Engineering Design II</td>
<td>2</td>
<td>Aydil, Eray S</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
</tbody>
</table>
ChEn 4593 Directed study
OPT No Aud, 1-4 credit(s), max credits 6, 3 completions allowed;
Instructor: STAFF
Description: Directed study under faculty supervision. Student must meet with faculty supervisor before registering to get permission to pursue directed study, arrange study project, grading option, number of credits, and final report requirements.

ChEn 4594 Directed Research
OPT No Aud, 1-4 credit(s), max credits 6, 3 completions allowed;
Instructor: STAFF
Description: Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to get permission to pursue directed research, arrange research project, number of credits, grading option, and final report requirements.

ChEn 4708 Advanced Undergraduate Chemical Rate Processes: Analysis of Chemical Reactors
A-F only, 3 credit(s);
Instructor: Tsapatsis, Michael
Description: Student may contact the instructor or department for information.

ChEn 5531 Electrochemical Engineering and Renewable Energy
A-F only, 3 credit(s); [MATS 3011 or instr consent ], [upper div CSE or grad student] Credit will not be granted if credit has been received for: MATS 5531;
Instructor: Smyrl, William H
Description: Student may contact the instructor or department for information.

ChEn 5753 Biological Transport Processes
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed; 3005 or 4005 or equiv Credit will not be granted if credit has been received for: ME 5381;
Instructor: Odde, David John
Description: Student may contact the instructor or department for information.

ChEn 8101 Fluid Mechanics I: Change, Deformation, Equations of Flow
A-F only, 3 credit(s);
Instructor: Kumar, Satish
Description: Student may contact the instructor or department for information.

ChEn 8501 Chemical Rate Processes: Analysis of Chemical Reactors
A-F only, 3 credit(s);
Instructor: Tsapatsis, Michael
Description: Student may contact the instructor or department for information.

ChEn 8754 Systems Analysis of Biological Processes
3 credit(s);
Instructor: Hu, Wei-Shou
Description: This course is designed for graduate students from life sciences, chemical and physical sciences and engineering with keen interest in quantitative analysis and design of biological systems. The advances in genomic science and the advances in high throughput transcriptional and translational analytical tools have made biological research data multi-dimensional; one can possibly relate biological processes at molecular level to physiological event at cellular level or even at the organisms or population levels. The exploitation of those advances also requires us to deploy new analysis tools that were noted in different disciplines. This course aims to introduce methodology for analyzing data attained at a genomic level to their integration for interpreting physiological events. It emphasizes the conceptual appreciation of the quantification of molecular event that constitutes ?chemical processes? in living systems.
Style: 70% Lecture, 10% Discussion, 10% Laboratory, 10% Student Presentation.
Grading: 10% mid exam, 10% final exam, 30% reports/papers, 30% written homework, 15% in-class presentation, 5% class participation.

ChEn 8901 Seminar
S-N only, 1 credit(s), max credits 9, 9 completions allowed;
Instructor: Kaznessis, Yiannis
Description: Student may contact the instructor or department for information.
ChEn 8902 Seminar: Finite Element Methods of Computer-aided Analysis
  A-F only, 1 credit(s);
  Instructor: Kumar, Satish
  Description: Student may contact the instructor or department for information.

ChEn 8993 Directed Study
  1-12 credit(s), max credits 12, 1 completion allowed;
  Instructor: Kaznessis, Yiannis
  Description: Student may contact the instructor or department for information.

ChEn 8994 Directed Research
  1-12 credit(s), max credits 12, 1 completion allowed;
  Instructor: Kaznessis, Yiannis
  Description: Student may contact the instructor or department for information.

Chemical Physics  139 Smith Hall

ChPh 8601 Seminar: Modern Problems in Chemical Physics
  S-N only, 1 credit(s), max credits 2;
  Instructor: Siepmann, Ilja
  Description: Student may contact the instructor or department for information.

Chemistry  139 Smith Hall

Chem 1015 Introductory Chemistry: Lecture
  3 credit(s);
  Instructor: STAFF
  Description: Chem 1015 is an undergraduate introductory chemistry course. It may meet a chemistry or science requirement or it may serve as a bridge between high school chemistry and Chem 1021. This course provides a broad survey of chemistry, including an introduction to organic chemistry. Additional topics include matter and energy; measurements in chemistry; ionic and molecular compounds; chemical reactions and chemical equilibrium; gases, liquids, solids, and solutions; acids and bases; and nuclear chemistry.
  Style: 100% Lecture.
  Grading: 5% problem solving. 95% three mid-term exams and a final exam

Chem 1017 Introductory Chemistry: Laboratory
  A-F only, 1 credit(s);
  Instructor: STAFF
  Description: Registration by department permission only. See staff in 115 Smith Hall or call 612-624-0026. CHEM 1017 is identical to the lab for CHEM 1011, but students do not attend any lecture or take any exams. Intended only for students who have taken the lecture-only course CHEM 1015, and later determine that taking the lab is now required.
  Style: 100% Laboratory.

Chem 1061 Chemical Principles I
  3 credit(s); Grade of at least C- in [1011 or 1015] or [passing placement exam, Concurrent registration is required (or allowed) in 1065]; intended for science or engineering majors; Concurrent registration is required (or allowed) in 1065; registration for 1065 must precede registration for 1061Credit will not be granted if credit has been received for: CHEM 1071H;Meets CLE req of Physical Sciences
  Instructor: Harle, Marissa Lynn
  Description: Student may contact the instructor or department for information.

Chem 1061 Chemical Principles I
  3 credit(s); Grade of at least C- in [1011 or 1015] or [passing placement exam, Concurrent registration is required (or allowed) in 1065]; intended for science or engineering majors; Concurrent registration is required (or allowed) in 1065; registration for 1065 must precede registration for 1061Credit will not be granted if credit has been received for: CHEM 1071H;Meets CLE req of Physical Sciences
  Instructor: Salmon, Debra J
  Description: Student may contact the instructor or department for information.

Chem 1061 Chemical Principles I
3 credit(s); Grade of at least C- in [1011 or 1015] or [passing placement exam], Concurrent registration is required (or allowed) in 1065; intended for science or engineering majors; Concurrent registration is required (or allowed) in 1065; registration for 1065 must precede registration for 1061; Credit will not be granted if credit has been received for: CHEM 1071H; Meets CLE req of Physical Sciences
Instructor: Driessen, Michelle
Description: Student may contact the instructor or department for information.

Chem 1062 Chemical Principles II
3 credit(s); Grade of at least C- in 1061 or equiv, Concurrent registration is required (or allowed) in 1066; registration for 1066 must precede registration for 1062; Credit will not be granted if credit has been received for: CHEM 1072H; Meets CLE req of Physical Sciences
Instructor: Leopold, Kenneth R
Description: Student may contact the instructor or department for information.

Chem 1062 Chemical Principles II
3 credit(s); Grade of at least C- in 1061 or equiv, Concurrent registration is required (or allowed) in 1066; registration for 1066 must precede registration for 1062; Credit will not be granted if credit has been received for: CHEM 1072H; Meets CLE req of Physical Sciences
Instructor: Bierbaum, Andrew Joseph
Description: Student may contact the instructor or department for information.

Chem 1062 Chemical Principles II
3 credit(s); Grade of at least C- in 1061 or equiv, Concurrent registration is required (or allowed) in 1066; registration for 1066 must precede registration for 1062; Credit will not be granted if credit has been received for: CHEM 1072H; Meets CLE req of Physical Sciences
Instructor: Whited, Charlotte
Description: Student may contact the instructor or department for information.

Chem 1065 Chemical Principles I Laboratory
A-F only, 1 credit(s); Concurrent registration is required (or allowed) in 1061; Credit will not be granted if credit has been received for: CHEM 1075H; Meets CLE req of Physical Sciences
Instructor: Driessen, Michelle
Description: Student may contact the instructor or department for information.

Chem 1066 Chemical Principles II Laboratory
A-F only, 1 credit(s); Concurrent registration is required (or allowed) in 1062; Credit will not be granted if credit has been received for: CHEM 1076H; Meets CLE req of Physical Sciences
Instructor: Driessen, Michelle
Description: Student may contact the instructor or department for information.

Chem 1072H Honors Chemistry II
A-F only, 3 credit(s); 1071H, Concurrent registration is required (or allowed) in 1076H, honors student, registration for 1076H must precede registration for 1072H; Credit will not be granted if credit has been received for: CHEM 1062; Meets CLE req of Physical Sciences
Instructor: Stein, Andreas
Description: Student may contact the instructor or department for information.

Chem 1076H Honors Chemistry II Laboratory
A-F only, 1 credit(s); Concurrent registration is required (or allowed) in 1072H, honors student; Credit will not be granted if credit has been received for: CHEM 1066; Meets CLE req of Physical Sciences
Instructor: Driessen, Michelle
Description: Student may contact the instructor or department for information.

Chem 1905 Freshman Seminar
A-F only, 2 credit(s), max credits 3, 1 completion allowed;
Instructor: Barany, George
Description: Student may contact the instructor or department for information.

Chem 1910W Freshman Seminar: Writing Intensive
A-F only, 2 credit(s), max credits 4; Meets CLE req of Writing Intensive
Instructor: Leopold, Doreen Geller
Chem 2094 Directed Research
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Stathopoulos, Stephanie M
Description: Student may contact the instructor or department for information.

Chem 2121 Process Analytical Chemistry
A-F only, 3 credit(s);
Instructor: Frost, Nicholas W
Description: Student may contact the instructor or department for information.

Chem 2231 Organic Chemistry II
A-F only, 4 credit(s); Meets CLE req of Physical Sciences
Instructor: Muthyala, Rajeev S.
Description: Student may contact the instructor or department for information.

Chem 2231 Organic Chemistry II
A-F only, 4 credit(s); Meets CLE req of Physical Sciences
Instructor: DeZutter, Christopher Blake
Description: Student may contact the instructor or department for information.

Chem 2231 Organic Chemistry II
A-F only, 4 credit(s); Meets CLE req of Physical Sciences
Instructor: Nelson, Michelle Kathleen
Description: Student may contact the instructor or department for information.

Chem 2231 Organic Chemistry II
A-F only, 4 credit(s); Meets CLE req of Physical Sciences
Instructor: Bampoh, Victoria Naa Kwale
Description: Student may contact the instructor or department for information.

Chem 2301 Organic Chemistry I
3 credit(s); C- or better in 1062/1066 or 1072H/1076H or equiv or B or better in 1071H/1075H, 1072H/1076H
Note: Students who have previously received a grade of C- or better and wish to repeat this course should not register for it during the registration queue. If they do they may have their registration canceled. They will be allowed to register on a space available basis, during open enrollment. Credit will not be granted if credit has been received for: CHEM 2331H;
Instructor: STAFF
Description: Important classes of organic compounds, their constitutions, configurations, conformations, and reactions. Relationships between molecular structure and chemical reactivity/properties. Spectroscopic characterization of organic molecules.
Style: 100% Lecture.
Grading: 100% other evaluation. 4 Midterm Exams and a Final Exam
Exam Format: Mix of multiple choice and written exams

Chem 2302 Organic Chemistry II
3 credit(s); Grade of at least C- in 2301 Credit will not be granted if credit has been received for: CHEM 2304;
Instructor: STAFF
Description: Reactions, synthesis, and spectroscopic characterization of organic compounds, organic polymers, and biologically important classes of organic compounds such as lipids, carbohydrates, amino acids, peptides, proteins, and nucleic acids.
Style: 100% Lecture.
Grading: 100% other evaluation. 4 Mid-Term Exams and a Final Exam
Exam Format: Mix of multiple choice and written questions

Chem 2304 Organic Chemistry II for the Life Sciences
3 credit(s); Grade of at least C- in 2301; designed for life sciences majors Credit will not be granted if credit has been received for: CHEM 2302;
Instructor: Distefano, Mark Dewey
Description: Student may contact the instructor or department for information.
Chem 2311 Organic Lab
4 credit(s);
Instructor: Wissinger, Jane E.
Description: This course is designed for undergraduates in the health and science fields that need to fulfill the undergraduate organic chemistry laboratory requirement. It is to be taken after the Organic I lecture course 2301, and concurrently or subsequent to Organic lecture course 2302. The 2311 course is one-semester in length, worth 4 credits, and equivalent to the usual two semester organic laboratory courses taught at other institutions. In the course, interesting and relevant experiments are used to teach the techniques used in the organic laboratory to study, synthesize, isolate, and purify organic compounds. A wide array of instruments including IR, NMR, and GC are used for analysis and computers are used to study molecular conformations and chemical properties. Molecules studied include analgesics, flavors, natural products, dyes, recyclable polymers, and chemiluminescent compounds. Experiments are presented in a manual written by Wissinger and a laboratory techniques textbook (“Pavia”) is required. Results are recorded both in report and worksheet formats. Overall, the objective is to give the students hands-on experience illustrating chemistry they learned in lecture, teach problem-solving skills, and demonstrate the value of organic chemistry in our daily lives.
Style: 10% Lecture, 90% Laboratory.
Grading: 74% reports/papers, 9% quizzes, 17% other evaluation. preparation and technique

Chem 2332H Honors Elementary Organic Chemistry II
A-F only, 3 credit(s); At least C- in 2331H, UHP student
Credit will not be granted if credit has been received for: CHEM 2302;
Instructor: Wissinger, Jane E.
Description: Student may contact the instructor or department for information.

Chem 2333 General Chemistry II
A-F only, 4 credit(s);
Instructor: Prat-Resina, Xavier
Description: Student may contact the instructor or department for information.

Chem 2333 General Chemistry II
A-F only, 4 credit(s);
Instructor: Larsen, Peter Lawrence
Description: Student may contact the instructor or department for information.

Chem 2333 General Chemistry II
A-F only, 4 credit(s);
Instructor: Bampoh, Victoria Naa Kwale
Description: Student may contact the instructor or department for information.

Chem 2920 Special Topics In Chemistry
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Stathopoulos, Stephanie M
Description: Student may contact the instructor or department for information.

Chem 2920H Special Topics In Chemistry
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Stathopoulos, Stephanie M
Description: Student may contact the instructor or department for information.

Chem 4021 Computational Chemistry
3 credit(s);
Instructor: Cramer, Christopher J
Chem 4066 Chemistry of Industry
3 credit(s);
Instructor: Kapsner, Timothy Roland
Description: Student may contact the instructor or department for information.

Chem 4094V Directed Research
1-5 credit(s), max credits 75, 15 completions allowed; Meets CLE req of Writing Intensive
Instructor: Stathopoulos, Stephanie M
Description: Student may contact the instructor or department for information.

Chem 4094W Directed Research
1-5 credit(s), max credits 75, 15 completions allowed; Meets CLE req of Writing Intensive
Instructor: Stathopoulos, Stephanie M
Description: Student may contact the instructor or department for information.

Chem 4111W Modern Instrumental Methods of Chemical Analysis Lab
A-F only, 2 credit(s); Meets CLE req of Writing Intensive
Instructor: Bowser, Michael
Description: Student may contact the instructor or department for information.

Chem 4214 Polymers
A-F only, 3 credit(s);
Instructor: Lodge, Timothy P
Description: Student may contact the instructor or department for information.

Chem 4223W Polymer Laboratory
2 credit(s); 4221 or 4214 or CHEN 4214 or MATS 4214 or instr consent Credit will not be granted if credit has been received for: MATS 4223W; Meets CLE req of Writing Intensive
Instructor: Taton, T. Andrew
Description: Student may contact the instructor or department for information.

Chem 4311W Advanced Organic Chemistry Lab
4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Reactions, techniques and instrumental methods used in modern synthetic organic chemistry.
Style: 10% Lecture, 90% Laboratory.
Grading: 100% laboratory evaluation.

Chem 4322 Advanced Organic Chemistry
3 credit(s);
Instructor: Harned, Andrew Michael
Description: Student may contact the instructor or department for information.

Chem 4352 Physical Organic Chemistry
3 credit(s);
Instructor: Kass, Steven R
Description: Student may contact the instructor or department for information.

Chem 4412 Chemical Biology of Enzymes
3 credit(s);
Instructor: Gao, Jiali
Description: Student may contact the instructor or department for information.

Chem 4501 Introduction to Thermodynamics, Kinetics, and Statistical Mechanics
A-F only, 3 credit(s);
Instructor: Gao, Jiali  
Description: Student may contact the instructor or department for information.

Chem 4502 Introduction to Quantum Mechanics and Spectroscopy  
A-F only, 3 credit(s);  
Instructor: Leopold, Doreen Geller  
Description: Student may contact the instructor or department for information.

Chem 4601 Green Chemistry  
3 credit(s); Meets CLE req of Environment  
Instructor: Penn, Lee  
Description: Student may contact the instructor or department for information.

Chem 4701 Inorganic Chemistry  
3 credit(s);  
Instructor: STAFF  
Description: Introduction to inorganic chemistry at an advanced level. Periodic trends. Structure and bonding concepts in compounds where s and p electrons are important. Descriptive chemistry of solids and transition metal compounds. Emphasis on transition metal chemistry. Advanced topics in main group and materials chemistry.  
Style: 100% Lecture.  
Grading: 60% mid exam, 25% final exam, 15% quizzes.

Chem 4711W Advanced Inorganic Chemistry Lab  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Mann, Kent R  
Description: Student may contact the instructor or department for information.

Chem 4725 Organometallic Chemistry  
3 credit(s);  
Instructor: Ellis, John Emmett  
Description: Student may contact the instructor or department for information.

Chem 4745 Advanced Inorganic Chemistry  
3 credit(s);  
Instructor: Lu, Connie C  
Description: Student may contact the instructor or department for information.

Chem 5210 Materials Characterization  
4 credit(s);  
Instructor: Massari, Aaron  
Description: Student may contact the instructor or department for information.

Chem 5755 X-Ray Crystallography  
A-F only, 4 credit(s);  
Instructor: Young Jr, Victor G  
Description: Student may contact the instructor or department for information.

Chem 8021 Computational Chemistry  
4 credit(s);  
Instructor: Cramer, Christopher J  
Style: 30% Lecture, 25% Discussion, 15% Laboratory, 15% Small Group Activities, 10% Demonstration, 5% Field Trips. see class outline on website  
Grading: see course syllabus on website  
Exam Format: see course syllabus on website

Chem 8066 Professional Conduct of Chemical Research
Chem 8081 M.S. Plan B Project I
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Thao,Nancy
Description: Student may contact the instructor or department for information.

Chem 8082 M.S. Plan B Project II
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Thao,Nancy
Description: Student may contact the instructor or department for information.

Chem 8151 Analytical Separations and Chemical Equilibria
4 credit(s);
Instructor: Carr,Peter William
Description: Student may contact the instructor or department for information.

Chem 8153 Extracting Signal From Noise
A-F only, 5 credit(s);
Instructor: Buhlmann,Phil
Description: Student may contact the instructor or department for information.

Chem 8211 Physical Polymer Chemistry
4 credit(s); Undergrad physical chem course
Credit will not be granted if credit has been received for: MATS 8211;
Instructor: Bates,Frank S
Description: Student may contact the instructor or department for information.

Chem 8322 Advanced Organic Chemistry
4 credit(s);
Instructor: Harned,Andrew Michael
Description: Student may contact the instructor or department for information.

Chem 8352 Physical Organic Chemistry
4 credit(s);
Instructor: Kass,Steven R
Description: Student may contact the instructor or department for information.

Chem 8412 Chemical Biology of Enzymes
4 credit(s);
Instructor: Gao,Jiali
Description: Student may contact the instructor or department for information.

Chem 8552 Quantum Mechanics II
4 credit(s);
Instructor: Gagliardi,Laura
Description: Second Quantization Spin in Second Quantization
The genealogical coupling scheme; density matrices
Orbital Rotations Exact and Approximate Wave Functions
the exact wave function; the variational principle; size-extensivity
Atomic Basis Functions Gaussian Basis Functions Short-Range Interactions and Orbital Expansions:
the Coulomb hole; the Coulomb cusp; approximate treatments of the ground-state helium atom
Molecular Integral Evaluation
Hartree Fock Theory
Configuration-Interaction Theory
Multiconfigurational Self-Consistent Field Theory
Coupled-Cluster Theory
Perturbation Theory
Multiconfigurational perturbation theory
Energy Derivatives and Molecular Properties
Relativistic Quantum Chemistry

Chem 8562 Thermodynamics, Statistical Mechanics, and Reaction Dynamics II
4 credit(s);
Instructor: Veglia,Gianluigi
Description: Student may contact the instructor or department for information.
Chem 8580 Special Topics in Physical Chemistry
2 credit(s), max credits 4, 1 completion allowed;
Instructor: Veglia,Gianluigi
Description: Student may contact the instructor or department for information.

Chem 8601 Seminar: Modern Problems in Chemistry
S-N only, 1 credit(s);
Instructor: Lu,Connie C
Description: Student may contact the instructor or department for information.

Chem 8602 Seminar Presentation: Modern Problems in Chemistry
A-F only, 1 credit(s);
Instructor: Lu,Connie C
Description: Student may contact the instructor or department for information.

Chem 8725 Organometallic Chemistry
4 credit(s);
Instructor: Ellis,John Emmett
Description: Student may contact the instructor or department for information.

Chem 8745 Advanced Inorganic Chemistry
4 credit(s);
Instructor: Lu,Connie C
Description: Student may contact the instructor or department for information.

Chicano Studies 19 Scott Hall

Chic 1112 Introduction to Chicana/o Studies: Critical Paradigms
3 credit(s);Meets CLE req of Diversity and Soc Justice US
Instructor: Aguilar,Rodolfo
Description: Student may contact the instructor or department for information.

Chic 1275 Service Learning in the Chicano/Latino Community
A-F only, 3 credit(s);Credit will not be granted if credit has been received for: CHIC 3275;Meets CLE req of Civic Life and Ethics
Instructor: Ganley,Kathleen Marie
Description: This course is premised on the notion that there are many institutional and social constraints and limitations within schools that block equitable educational opportunities and outcomes for Latino students. It is also based on the idea that students who fail to learn in our schools and fail to graduate are our responsibility. In this course, you will be asked to think and act as you contribute to youth education. You will study the education of Chicanos/Latinos in the United States through the integration of academic materials, discussion, guest speakers and visits to the community while doing community service in an educational setting with Latino youth. Over the course of the semester, you will provide 36 hours of tutoring and mentoring in culturally grounded programs. You will analyze the education of Chicanos/Latinos while reflecting on issues such as equality, language usage, graduation statistics, college enrollment, various educational methodologies, special challenges faced by immigrants, and current legislation to create change. Students will also use what they learn in this course to affect legislative change. This course meets the Liberal Education Requirements in Civic Life and Ethics (theme).
Style: 20% Lecture, 40% Discussion. presentations, Web-CT
Grading: 20% reports/papers, 10% in-class presentation, 10% class participation, 10% problem solving, 50% other evaluation. tutoring at community site

Chic 3213 Chicano Music and Art
A-F only, 3 credit(s);Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Vazquez,Gilberto
Description: Student may contact the instructor or department for information.

Chic 3223 Chicana/o and Latina/o Representation in Film
3 credit(s);Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Covarrubias,Alexandra Mendoza
Description: Student may contact the instructor or department for information.
Chic 3275 Service Learning in the Chicano/Latino Community
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CHIC 1275; Meets CLE req of Civic Life and Ethics
Instructor: Ganley, Kathleen Marie
Description: This course is premised on the notion that there are many institutional and social constraints and limitations within schools that block equitable educational opportunities and outcomes for Latino students. It is also based on the idea that students who fail to learn in our schools and fail to graduate are our responsibility. In this course, you will be asked to think and act as you contribute to youth education. You will study the education of Chicanos/Latinos in the United States through the integration of academic materials, discussion, guest speakers and visits to the community while doing community service in an educational setting with Latino youth. Over the course of the semester, you will provide 36 hours of tutoring and mentoring in culturally grounded programs. You will analyze the education of Chicanos/Latinos while reflecting on issues such as equality, language usage, graduation statistics, college enrollment, various educational methodologies, special challenges faced by immigrants, and current legislation to create change. Students will also use what they learn in this course to affect legislative change. This course meets the Liberal Education Requirements in Civic Life and Ethics (theme).
Style: 20% Lecture, 40% Discussion, presentations, Web-CT
Grading: 20% reports/papers, 10% in-class presentation, 10% class participation, 10% problem solving, 50% other evaluation. Tutoring at community site

Chic 3352 Transnational Chicana/o Theory: Global Views/Borderland Spaces
3 credit(s);
Instructor: STAFF
Description: CHIC 3352: Transnational Chicana/o Theory: Global Views/Borderland Spaces The U.S.-Mexican border es una herida abierta (is an open wound) where the Third World grates against the first and bleeds. And before a scab forms it hemorrhages again, the lifeblood of two worlds merging to form a third country? a border culture. ? --Gloria Anzaldua, Borderlands/La Frontera The words of scholar activist Gloria Anzaldua underscore the long history of cultural clashes, political inequality, economic competition, and social struggle in the U.S.-Mexico borderlands. By exploring issues such as conquest, racial violence, immigration, border policing, and the exchange of everything from culture to contraband, students examine how people and communities sought to create notions of belonging in their rapidly changing position between the first and third world. Such solutions included hybrid cultural expressions, cross-border community formation, ethno-racial politics, and transnational identities. Students will explore the themes in three segments: 1) The Border as a Literal Site of National Division and Power, 2) The Borderlands as a Hybrid Figurative State-of-being, and 3) Border Communities, Identities and Struggles. By employing an interdisciplinary approach including history, folklore, literary studies, ethnography, and policy analysis we will seek to identify the many ways ?borders? and ?borderlands? have been conceived to engage significant debates about the U.S.-Mexico border and the transnational world we now live in.

Chic 3374 Migrant Farmworkers in the United States: Families, Work, and Advocacy
3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Sass Zaragoza, Lisa
Description: This course examines the historical, legal and political forces which impact farmworkers lives and farmworker movements. We will study the interplay of ethnicity, class and gender as they pertain to social and economic marginalization of migrant workers. We examine the larger community response, both in support of and against, organized farmworker groups and the role and power of the consumer in today's agricultural system. This course provides a solid foundation for students who wish to apply for summer positions with migrant farmworker organizations or agencies. Upper division undergraduates and graduate students. Fulfills Civic Life and Ethics requirements.
Exam Format: multiple choice and short answer

Chic 3446 Chicana/o History II: WWII, El Movimiento, and the New Millennium
3 credit(s); Meets CLE req of Diversity and Soc Justice US; Meets CLE req of Historical Perspectives
Instructor: Duenes, Michael
Description: This upper division history course examines the experiences of people of Mexican descent in the US. The course will cover changing notions of citizenship from WWII, the Chicano civil rights movement, the impact of immigration patterns and legislation, the cultural wars, and changing demographics of the new millennium. We will discuss the social, economic, and political changes that impact the day-to-day life of Mexican Americans. To organize the class, we will question the meaning of a radicalized "Mexican" identity in the United States. Ideas about race, class, and nation have been important in the shaping of modern assumptions about Mexicans' role in the United States. We will consider how different groups of Mexicans have historically understood these ideas and their relationships to other Americans and other Latino groups.
The idea that the United States is a "nation of immigrants" is one of the fundamental premises of American history and popular culture. Yet Americans have always had a complicated relationship to actual immigrants and refugees in our communities. This course will examine the comparative history of immigration to and immigrants in America. We will begin in the colonial era when servants and slaves composed the bulk of early migration to America. They were followed by other immigrants from Europe who sought both refuge and economic opportunity. Immigration increased during the 19th century of immigration? from 1830-1930 which witnessed the arrival of Europeans, Asians, and Latin Americans who worked in the country's factories and farms and helped turn the United States into a global economic power. Since World War II, the trend has been reversed. Mexico has replaced Canada as the largest single source of legal immigrants to the United States. This course will focus on the history and culture of Mexican immigrants and the Chicana/o community, and the current socio-economic issues affecting them. The role of Chicana/o communities in shaping Latin American and U.S. politics will also be examined. We will employ a variety of sources to aid our analysis: guest lectures, movies, writings by indigenous Chicanas/os and American Indians, etc. After the semester, you will have a firm grasp of Xicana/o issues, in addition to a better understanding of how the course material relates to your daily life. This course meets the Liberal Education Requirements in Diversity and Social Justice in the U.S. (theme).

Description:
This course looks to the US Latino/a response to economic, social and political domination since the period of the Civil Rights era of the mid 1960's. In this course, we will examine social protest movements initiated and organized by Chicanas/os and Latinas/os in the 60's and 70s and will compare those efforts to current day mobilization in the same arenas. Focus areas include labor, education, political agency and finally, we will focus on the use of art in social protest. We will approach the readings from an intersectional perspective; analyzing works for the ways in which they confront not only race, class, sexuality and gender issues, but issues of transnationalism and globalization as well.

Grading:
25% Lecture, 60% Discussion. films
20% quizzes, 15% journal, 30% reflection paper, 10% in-class presentation, 10% class participation.

Description:
This course will examine the comparative history of immigration to and immigrants in America. We will begin in the colonial era when servants and slaves composed the bulk of early migration to America. They were followed by other immigrants from Europe who sought both refuge and economic opportunity. Immigration increased during the 19th century of immigration? from 1830-1930 which witnessed the arrival of Europeans, Asians, and Latin Americans who worked in the country's factories and farms and helped turn the United States into a global economic power. Since World War II, the trend has been reversed. Mexico has replaced Canada as the largest single source of legal immigrants to the United States. This course will focus on the history and culture of Mexican immigrants and the Chicana/o community, and the current socio-economic issues affecting them. The role of Chicana/o communities in shaping Latin American and U.S. politics will also be examined. We will employ a variety of sources to aid our analysis: guest lectures, movies, writings by indigenous Chicanas/os and American Indians, etc. After the semester, you will have a firm grasp of Xicana/o issues, in addition to a better understanding of how the course material relates to your daily life. This course meets the Liberal Education Requirements in Diversity and Social Justice in the U.S. (theme).

Description:
This course will examine the comparative history of immigration to and immigrants in America. We will begin in the colonial era when servants and slaves composed the bulk of early migration to America. They were followed by other immigrants from Europe who sought both refuge and economic opportunity. Immigration increased during the 19th century of immigration? from 1830-1930 which witnessed the arrival of Europeans, Asians, and Latin Americans who worked in the country's factories and farms and helped turn the United States into a global economic power. Since World War II, the trend has been reversed. Mexico has replaced Canada as the largest single source of legal immigrants to the United States. This course will focus on the history and culture of Mexican immigrants and the Chicana/o community, and the current socio-economic issues affecting them. The role of Chicana/o communities in shaping Latin American and U.S. politics will also be examined. We will employ a variety of sources to aid our analysis: guest lectures, movies, writings by indigenous Chicanas/os and American Indians, etc. After the semester, you will have a firm grasp of Xicana/o issues, in addition to a better understanding of how the course material relates to your daily life. This course meets the Liberal Education Requirements in Diversity and Social Justice in the U.S. (theme).

Grading:
50% reports/papers, 20% class participation, 30% other evaluation. final paper
War Two, new immigrants and refugees have arrived from Asia, Latin America, and Africa. They have come at a time of increasing immigration regulation, and more recently, during a time when Americans have engaged in a new and divisive debate over immigration. Following the historical outline of the course, we will examine both the experiences of immigrants in their homelands and in the United States and explore such topics as immigrant labor, families, immigration and gender, race, class, religion, and sexuality, immigration law, acculturation, changing American national identity, and the importance of immigration to the making of modern America. In comparing the past with the present, we will explicitly consider how America's past experiences with immigration inform contemporary social conflicts over diversity and social justice. Reading assignments will include primary sources, autobiographies, and historical scholarship. We will also use the internet and films to complement lectures and class discussions. This course has been submitted to the University's LE committee and we anticipate approval for both Historical Perspectives and Diversity and Social Justice Liberal Education requirement themes beginning Spring 2012.

Style: 50% Lecture, 10% Film/Video, 30% Discussion.
Grading: 60% reports/papers, 20% special projects, 20% class participation.

Chic 3900 Topics in Chicano Studies
A-F only, 3 credit(s), max credits 6;
Instructor: STAFF
Description: CHIC 3900, Sec001 Ramon Leon Topic course titled: Latino Entrepreneurship: Economic Engines and Social Capital. This course will combine lectures, readings, discussions, case studies examinations with hands on community based scenarios in Minnesota to study successful strategies of Latino entrepreneurs that have made them the fastest growing segment of the entrepreneurial population in the U.S. Learn the historic social and economic issues faced by immigrants in both their places of origin and their newly adopted communities, and how Minnesota's most successful Latino business sectors have resulted in a strong economic and cultural identity, and crucial role community has played in their development. This course will help student better comprehend the elements that shaped and continue shaping the still emerging Latino market that have revitalized stressed commercial corridors, and fuel local, state and the national economy. Students will gain insight into how Latinos' ethnic and cultural characteristics, values, and spending patterns, benefit capitalism, and the resulting social and economic impact their success has on the daily lives of Americans.

Chic 3993 Directed Studies
1-9 credit(s), max credits 16, 16 completions allowed;
Instructor: Torres PhD, Eden E.
Description: Student may contact the instructor or department for information.

Chic 3993 Directed Studies
1-9 credit(s), max credits 16, 16 completions allowed;
Instructor: Mendoza, Louis Gerard
Description: Student may contact the instructor or department for information.

Chic 3993 Directed Studies
1-9 credit(s), max credits 16, 16 completions allowed;
Instructor: Patino Jr, Jimmy Charles
Description: Student may contact the instructor or department for information.

Chic 4231 The Color of Public Policy: African Americans, American Indians, and Chicanos in the United States
3 credit(s); Credit will not be granted if credit has been received for: AFRO 4231;
Instructor: Haltinner, Kristin
Description: Examination of structural or institutional conditions through which people of color have been marginalized in public policy. Critical evaluation of social theory in addressing the problem of contemporary communities of color in the United States.
Style: 20% Lecture, 20% Film/Video, 50% Discussion, 5% Small Group Activities, 5% Guest Speakers.
Grading: 20% reports/papers, 20% attendance, 60% reflection paper.

Chic 4401 Chicana/Latina Cultural Studies
3 credit(s);
Instructor: Torres PhD, Eden E.
Description: One of the enduring legacies of the Chicano Movement is the mixture of art and politics. This course examines the politically conscious cultural production (literature, music, art, theatre, etc.) of Chicanas and Latinas, much of it produced in the past thirty years. It surveys a representational sampling from various art forms, analyzing the work for not only its artistic sophistication, but also its sociopolitical meaning. What is the role of the artist in community revitalization, the creation of political ideology, or the defining of identity categories? How does historical and cultural context shape art, as well as our understanding of it? How does art both reflect and constitute culture? We will also contemplate the way in which art by women has affected the way we think about the Chicana/o-Latina/o experience. The intersecting and
overlapping nature of race, class, and gender will always be part of the conversation.

**Style:** 10% Lecture, 80% Discussion. Film & other technology

**Grading:** 50% reports/papers, 25% class participation, 25% other evaluation. Co-Facilitation of Discussion

**Chic 4901W Senior Paper**
- **Style:** 10% Lecture, 80% Discussion. Film & other technology
- **Grading:** 50% reports/papers, 25% class participation, 25% other evaluation. Co-Facilitation of Discussion

**Chic 5374 Migrant Farmworkers in the U.S.: Families, Work, and Advocacy**
- **3 credit(s); Meets CLE req of Civic Life and Ethics**
- **Instructor:** Sass Zaragoza, Lisa
- **Description:** This course examines the historical, legal and political forces which impact farmworkers lives and farmworker movements. We will study the interplay of ethnicity, class and gender as they pertain to social and economic marginalization of migrant workers. We examine the larger community response, both in support of and against, organized farmworker groups and the role and power of the consumer in today's agricultural system. This course provides a solid foundation for students who wish to apply for summer positions with migrant farmworker organizations or agencies. Upper division undergraduates and graduate students. Fulfills Civic Life and Ethics requirements.
- **Style:** 40% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Field Trips, 5% Guest Speakers.
- **Exam Format:** multiple choice and short answer

**Chic 5920 Topics in Chicana(o) Studies: Comparative indigenities of the Americas**
- **3 credit(s);**
- **Instructor:** Castellanos, Bianet
- **Description:** Student may contact the instructor or department for information.

**Chic 5920 Topics in Chicana(o) Studies: Transnationalism and the U.S.-Mexico Borderlands**
- **3 credit(s);**
- **Instructor:** Padilla, Yolanda
- **Description:** Student may contact the instructor or department for information.

**Chic 5993 Directed Studies**
- **1-3 credit(s), max credits 16, 16 completions allowed;**
- **Instructor:** Mendoza, Louis Gerard
- **Description:** Student may contact the instructor or department for information.

**Child Psychology 104 Child Development**

**CPsy 2301 Introductory Child Psychology**
- **4 credit(s);**
- **Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course covers the period from conception through adolescence. The curriculum covers the principles and themes of development and is aligned closely with the textbook. To paraphrase the text: Development consists of age-related changes that are orderly, that is, change follows a logical sequence; cumulative, that is, each phase of development includes all the changes that occur before it; and directional, such that development always moves towards greater complexity. The challenge is to explain development. Our focus will be on research. We need to know how research happens, how it begins with a testable idea and then becomes real through observations or experiments with actual participants, and finally, how to think critically about the results and how this can impact policy.
- **Style:** Online with handwritten exams
- **Grading:** See attached syllabus
- **Exam Format:** Supervised, in-person (not online) exams
4 credit(s); 4 cr intro psych Credit will not be granted if credit has been received for: CPSY 3301;
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.
Style: 80% Lecture, 10% Discussion, instructional videos
Grading: 50% mid exam, 20% final exam, 15% reports/papers, 5% class participation, 10% laboratory evaluation.
Exam Format: multiple choice

CPsy 2301 Introductory Child Psychology
4 credit(s); 4 cr intro psych Credit will not be granted if credit has been received for: CPSY 3301;
Instructor: Sapienza, Julianna Karlen
Description: Student may contact the instructor or department for information.

CPsy 2301 Introductory Child Psychology
4 credit(s); 4 cr intro psych Credit will not be granted if credit has been received for: CPSY 3301;
Instructor: Nerenberg, Laura Michelle Supkoff
Description: Student may contact the instructor or department for information.

CPsy 2301 Introductory Child Psychology
4 credit(s); 4 cr intro psych Credit will not be granted if credit has been received for: CPSY 3301;
Instructor: Allen, Timothy A
Description: Student may contact the instructor or department for information.

CPsy 3308W Introduction to Research Methods in Child Psychology
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Karatekin, Canan
Description: 100% Lecture.
Grading: The course will include many ways of evaluating students. Please contact the instructor for the specific grading criteria.
Exam Format: Short-response

CPsy 3308W Introduction to Research Methods in Child Psychology
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: McCormick, Christopher M
Description: Student may contact the instructor or department for information.

CPsy 3360H Child Psychology Honors Seminar
A-F only, 2 credit(s);
Instructor: Yussen, Steve
Description: Student may contact the instructor or department for information.

CPsy 4302 Infant Development
A-F only, 3 credit(s);
Instructor: Yonas, Albert
Description: The goal of this course is to survey the field of infant development, its theories and methods. The course will concentrate on the period that begins with conception and ends at two years of life. The first part of the course will deal with the first year of life, including prenatal development, physical, neurological, motor and perceptual development. The second part of the course will focus on cognitive and social development. This part will also explore the development of language and memory. The final part of the course will deal with social development. It will include topics such as parent-child attachment, temperament, and the effects of environmental deprivation and enrichment. The course emphasizes methodological hazards that should be attended to in making inferences about infant function and development.
Style: 80% Lecture, 20% Discussion.
Grading: 40% final exam, 30% reports/papers, 30% quizzes.
Exam Format: Short Answer Essay

CPsy 4303 Adolescent Psychology
A-F only, 3 credit(s);
### CPsy 4303 Adolescent Psychology
A-F only, 3 credit(s);
Instructor: Martin MA, David Myron
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is designed to provide you with an introduction to development during adolescence, including the transitions from childhood into adolescence and adolescence into adulthood.
Style: Online
Grading: See attached syllabus

### CPsy 4310 Special Topics in Child Development: Incarceration and the Family
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Shlafer, Rebecca J
Description: In the United States, 1.7 million children have a parent in prison, an increase of nearly 80% since 1991, and hundreds of thousands of additional children have a parent in jail. It is likely that students majoring in child development, as well as education, will interact with children affected by the incarceration of a parent. This course presents an interdisciplinary approach to families and incarceration. When an individual is incarcerated, the family members they leave behind are affected in multiple ways. Children of incarcerated parents are at risk for negative outcomes, including attachment insecurity, behavior problems, cognitive delays, substance abuse, and criminal activity. Incarcerated parents themselves often face multiple barriers to maintaining meaningful relationships with their children and other family members. In this class, we will discuss key issues related to parental incarceration, including contact between the child and the incarcerated parent, social stigma, race/ethnicity, and interfacing with systems such as family court, child welfare and juvenile justice systems. The instructor has done extensive research on the impact of incarcerated parents on child development.

### CPsy 4311 Behavioral and Emotional Problems of Children
A-F only, 3 credit(s);
Instructor: Hecht, Kathryn F
Description: Student may contact the instructor or department for information.

### CPsy 4313W Disabilities and Development
4 credit(s); Meets CLE req of Writing Intensive
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, multi-cultural issues and disability, mental retardation, learning disabilities, attention deficit disorder, physical and health related disabilities, autism and traumatic brain injury, communication disorders, hearing and visual impairments, and emotional and behavioral challenges. When covering each disability, issues of etiology, identification, assessment, intervention and developmental outcome will be discussed. A number of additional disability-related topics will also be explored over the course of the semester. These include self-advocacy and self-determination, social inclusion, and ethical and legal issues.
Style: 75% Lecture, 25% Discussion.
Grading: 30% mid exam, 30% final exam, 20% reports/papers, 20% problem solving.
Exam Format: Multiple choice and essay

### CPsy 4329 Biological Foundations of Development
A-F only, 3 credit(s);
Instructor: Thomas, Kathleen M
Description: Overview of the biological correlates of developmental processes, with special attention to genetic and environmental influences on brain development. Topics include an overview of brain development, the role of pre- and perinatal environments on biological and brain development, neurobehavioral approaches to sensory, cognitive, social and emotional development, and biological and neurophysiological correlates of atypical child development. This course is only offered Spring semesters.
Style: 80% Lecture, 5% Discussion, 5% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.
environmental influences on brain development. Topics include an overview of brain development, the role of pre- and perinatal environments on biological and brain development, neurobehavioral approaches to sensory, cognitive, social and emotional development, and biological and neurophysiological correlates of atypical child development. This course is only offered Spring semesters.

**Style:** 80% Lecture, 5% Discussion, 5% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

**CPsy 4331 Social and Personality Development**
A-F only, 3 credit(s);
**Instructor:** Stellern, Sarah Ann
**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is an introductory survey of methods, theories, and research on the development of social relations and behavior from infancy through early adolescence.
**Style:** Online
**Grading:** See attached syllabus

**CPsy 4331 Social and Personality Development**
A-F only, 3 credit(s);
**Instructor:** Shlafer, Rebecca J
**Description:** Student may contact the instructor or department for information.

**CPsy 4334W Children, Youth in Society**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
**Instructor:** Yusen, Steve
**Description:** Student may contact the instructor or department for information.

**CPsy 4336W Development and Interpersonal Relations**
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
**Instructor:** Collins, W Andrew
**Description:** This course provides an overview and critical analysis of theory a research on the nature and course of significant personal relationship in childhood and adolescence and their implications for individual development. A key question is how developmental changes in individuals affect, and are affected by, their close relationships. Class sessions, readings, and writing assignments focus on relationships with family members, friends, romantic partners, teachers, mentors, and others. Students should have completed the prerequisite, CPSY 4331, Social and Personality Development, or should obtain a copy of the textbook for that course for background reading during the semester.
**Style:** 65% Lecture, 25% Discussion. In-class written assignments
**Grading:** 40% mid exam, 25% final exam, 25% reports/papers, 10% other evaluation. In-class written assignments, some completed in groups
**Exam Format:** Exam 1 is multiple-choice and short essay; Exams 2 and 3 are take-home essays

**CPsy 4336W Development and Interpersonal Relations**
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
**Instructor:** Raby, Kenneth L
**Description:** This course provides an overview and critical analysis of theory a research on the nature and course of significant personal relationship in childhood and adolescence and their implications for individual development. A key question is how developmental changes in individuals affect, and are affected by, their close relationships. Class sessions, readings, and writing assignments focus on relationships with family members, friends, romantic partners, teachers, mentors, and others. Students should have completed the prerequisite, CPSY 4331, Social and Personality Development, or should obtain a copy of the textbook for that course for background reading during the semester.
**Style:** 65% Lecture, 25% Discussion. In-class written assignments
**Grading:** 40% mid exam, 25% final exam, 25% reports/papers, 10% other evaluation. In-class written assignments, some completed in groups
**Exam Format:** Exam 1 is multiple-choice and short essay; Exams 2 and 3 are take-home essays

**CPsy 4343 Cognitive Development**
A-F only, 3 credit(s);
**Instructor:** Sera PhD, Maria D
**Description:** This course is designed to introduce undergraduates to the study of cognitive development. Psychologists undertake this study with a variety of theoretical perspectives, and methodologies. In this course, students will learn about those themes and methods, where they originated and how they are embodied in contemporary research. The course is organized into four sections: Perceptual Development; Piaget's Theory; Information-Processing Approaches, and Language Development. No section will be covered in depth, but instead, a general overview of the major issues, methods,
and findings in each area will be provided. The primary reading for the course will be a book entitled “Children's Thinking”, written by Robert Siegler in 1998.

**Style:** 100% Lecture.

**Grading:** 30% final exam, 70% other evaluation. 3 in-class exams (+ final)

---

**CPsy 4345 Language Development and Communication**

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

---

**CPsy 4347W Senior Project**

A-F only, 2 credit(s); Meets CLE req of Writing Intensive  
Instructor: Langworthy, Sara Elizabeth  
**Description:** Student may contact the instructor or department for information.

---

**CPsy 4993 Directed Experiences in Early Childhood Education**

A-F only, 3 credit(s);  
Instructor: Carlson, Ann Ruhl  
**Description:** This is a required course for students in the Foundations of Early Childhood and the Early Childhood Initial Licensure program. It is an introduction to the field of early childhood education. A primary focus of the class is to review typical development at various ages and stages of the early childhood period and to apply this knowledge in educational settings. There is a practicum component to the course; students will be observing and participating in child development programs regularly. There will be observation assignments associated with practicum work. Students will perform systematic observation of children accurately and objectively. Additionally, various topics and themes of interest to early childhood professionals will be explored.  
**Grading:** 15% final exam, 20% reports/papers, 25% quizzes, 20% written homework, 20% attendance.

---

**CPsy 4994 Directed Research in Child Psychology**

1-4 credit(s), max credits 8, 8 completions allowed;  
Instructor: STAFF  
**Description:** This is an opportunity for students to assist in developmental research. Many opportunities are listed on our CPSY undergraduate advising board in Room 106. Possible tasks might include making phone calls to solicit subjects; scheduling and confirming appointments; updating information; filming subjects; coding data, entering data into a computer; tabulating data; analyzing data statistically; sitting with siblings during experiments; doing library research; collecting archival data. This list is not exhaustive. A contract and override are required to register. The student uses a contract as an opportunity to clarify opportunities, responsibilities, and desires, etc.  
**Style:** 10% Discussion, 90% Laboratory.  
**Grading:** 20% special projects, 70% laboratory evaluation, 10% problem solving.

---

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**

1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Cicchetti PhD, Dante  
**Description:** Student may contact the instructor or department for information.

---

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**

1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Maratsos, Michael P  
**Description:** Student may contact the instructor or department for information.

---

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**

1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Masten, Ann S.  
**Description:** Student may contact the instructor or department for information.

---

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**

1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Georgieff, Michael K  
**Description:** Student may contact the instructor or department for information.

---

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**

1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Thomas, Kathleen M
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Roisman, Glenn I
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Yonas, Albert
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Sera PhD, Maria D
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Collins, W Andrew
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Gunnar PhD, Megan R
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Yussen, Steve
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Karatekin, Canan
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Gewirtz, Abigail
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Reynolds, Arthur J.
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Zelazo, Philip David
Description: Student may contact the instructor or department for information.

**CPsy 4994V Directed Research in Child Psychology (Honors Thesis)**
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Carlson, Stephanie M
Description: Student may contact the instructor or department for information.
CPsy 4994V Directed Research in Child Psychology (Honors Thesis)
1-6 credit(s), max credits 6, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Koenig, Melissa
Description: Student may contact the instructor or department for information.

CPsy 4996 Field Study in Child Psychology
S-N only, 1-4 credit(s), max credits 8, 8 completions allowed;
Instructor: Warren, Henriette
Description: Student may contact the instructor or department for information.

CPsy 5187 Master's Paper in Early Childhood Education
S-N only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Carlson PhD, LaVonne
Description: Student may contact the instructor or department for information.

CPsy 5252 Facilitating Social and Emotional Learning in Early Childhood Education
A-F only, 3 credit(s);
Instructor: Carlson PhD, LaVonne
Description: Current theoretical/empirical literature and developmental knowledge as basis for planning, implementing, and evaluating social and emotional growth and development of young children. For undergraduate students in Early Childhood Foundations, M.Ed/ILP students obtaining either an Early Childhood or and Early Childhood Special Education License.

CPsy 5254 Facilitating Creative and Motor Learning in Early Childhood Education
A-F only, 2 credit(s);
Instructor: Durkin, Frances Xavier
Description: Student may contact the instructor or department for information.

CPsy 5281 Student Teaching in Early Childhood Education
S-N only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Murphy, Barbara Ann
Description: Student may contact the instructor or department for information.

CPsy 5503 Foundations in Infant and Early Childhood Mental Health II
A-F only, 3 credit(s);
Instructor: Carlson, Elizabeth Anne
Description: Student may contact the instructor or department for information.

CPsy 5506 Infant Observation Seminar I
OPT No Aud, 1 credit(s);
Instructor: Carlson, Elizabeth Anne
Description: Student may contact the instructor or department for information.

CPsy 5521 Prevention and Intervention in Infant and Early Childhood Mental Health II
A-F only, 3 credit(s);
Instructor: Carlson, Elizabeth Anne
Description: Student may contact the instructor or department for information.

CPsy 5525 Reflective Supervision in Infant and Early Childhood Mental Health: Clinical
S-N only, 1 credit(s);
Instructor: Carlson, Elizabeth Anne
Description: Student may contact the instructor or department for information.

CPsy 8302 Developmental Psychology: Social and Emotional Processes
4 credit(s);
Instructor: Roisman, Glenn I
CPsy 8322 Apprenticeship in Teaching Developmental Psychology  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Elieff, Chryle Ann  
Description: Student may contact the instructor or department for information.

CPsy 8360 Special Topics in Developmental Psychology: Childhood and Development Across Cultures  
3 credit(s), max credits 21, 7 completions allowed;  
Instructor: Maratsos, Michael P  
Description: Student may contact the instructor or department for information.

CPsy 8360 Special Topics in Developmental Psychology: Childhood and Development Across Cultures  
1-3 credit(s), max credits 21, 7 completions allowed;  
Instructor: Maratsos, Michael P  
Description: Student may contact the instructor or department for information.

CPsy 8360 Special Topics in Developmental Psychology: Prelim Seminar  
1 credit(s), max credits 21, 7 completions allowed;  
Instructor: Maratsos, Michael P  
Description: Student may contact the instructor or department for information.

CPsy 8360 Special Topics in Developmental Psychology: Resilience and Personalized Prevention  
2-3 credit(s), max credits 21, 7 completions allowed;  
Instructor: Masten, Ann S.  
Description: Student may contact the instructor or department for information.

CPsy 8606 Advanced Developmental Psychopathology  
3 credit(s);  
Instructor: Cicchetti PhD, Dante  
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;  
Instructor: Cicchetti PhD, Dante  
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;  
Instructor: Maratsos, Michael P  
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;  
Instructor: Masten, Ann S.  
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;  
Instructor: Georgieff, Michael K  
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;  
Instructor: Thomas, Kathleen M  
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology  
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Roisman, Glenn I
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Yonas, Albert
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Sera PhD, Maria D
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Collins, W Andrew
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Egeland, Byron R
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Gunnar PhD, Megan R
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Sroufe, L Alan
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Yusen, Steve
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Karatekin, Canan
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Gewirtz, Abigail
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Reynolds, Arthur J.
Description: Student may contact the instructor or department for information.

CPsy 8994 Research Problems in Child Psychology
1-6 credit(s), max credits 24, 24 completions allowed;
Instructor: Zelazo, Philip David
Description: Student may contact the instructor or department for information.
Overview: This course will provide a general overview of the primary issues, methods, and findings in the field of cognitive development. We will examine the development of processes involved in perception, language, knowledge acquisition, reasoning, and the control of behavior, including consideration of the sociocultural context in which these processes develop. The course will begin with a review of some major theories of cognitive development and the empirical observations on which they are based. Current issues & findings will be introduced with reference to these theories. Some background in the scientific study of child development is assumed. Class Format: Typically, the instructors will lecture on Tuesday of each week and lead a seminar discussion on the same topic on Thursday. Students will be expected to participate in the seminar discussions.

Instructor: Carlson, Stephanie M

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

Instructor: Mazzocco, Michele M

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

Instructor: Bloomquist, PhD, Michael Leonard

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

Instructor: Wang, Ling

Description: This is the second semester of the two-semester sequence in first-year Chinese. This course is designed for those who have completed Chinese 1011. Students with equivalent preparation may also register this course with the written permission of the instructor. In this course, students are introduced to additional modern standard Chinese (Mandarin) grammar, vocabulary, and sentence structures. As with Chinese 1011, the course consists of two lectures and five recitation classes each week. By the end of the semester, students should be able to recognize about 700 characters, write about 500 of them, conduct simple conversations on various daily topics, read texts on general topics, and write a short composition in Chinese. Textbook: Integrated Chinese, Level 1, Part 2 (Cheng & Tsui Company), Third Edition. Class time: 7 class hours/week

Style: 30% Lecture, 70% Discussion.

Grading: 10% mid exam, 15% final exam, 10% quizzes, 10% written homework, 10% attendance, 10% class participation, 10% laboratory evaluation, 10% other evaluation. Character writing, vocabulary quizzes, tests

Exam Format: Listening, speaking, reading and writing

Instructor: Jin Stone

As the second part Accelerated Modern Chinese course series, this course is the continuation of Chinese 1015. It is designed for students who are heritage speakers of Chinese and/or who can understand and speak modern Chinese. The purpose of this course is to help students improve their ability in listening, speaking, reading and writing Chinese. It particularly aims to help students develop more sophisticated vocabulary and enhance reading and writing ability in Chinese. As an accelerated course, we will cover the whole of second year Chinese within one semester,
and the pace of the course will be approximately one lesson every three days. Students should be ready to take the Chinese LPE and/or take third year Chinese after this course. Text book: Integrated Chinese, Level 2 (Cheng & Tsui Company) Class time: 40% lecture, 50% discussion, 10% testing Work load: 20 pages of reading per week, 5 pages of writing per semester, 6 exam(s), sentence and paragraph translation Grade: 30% Mid-semester Exam, 30% Final exam(s), 15% Quizzes and Tests, 10%Attendance and Class Participation, 10% Homework; 5% Vocab Quizzes; Exam format: Oral interview and reading, writing.

Chn 3022 Intermediate Modern Chinese
5 credit(s); 3021 Credit will not be granted if credit has been received for: CHN 4004;
Instructor: Li, Chi-Ping
Description: Principal Instructor: Jiahong Quan. prereq 3021, 5.0 cr This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 at U of MN or the equivalent. Students who have not completed Chinese 3021 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. It will cover lessons 11-20 of the textbook "Integrated Chinese" Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students should be able to understand spoken Chinese, conduct fairly sustained conversations in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes. Class URL: http://www.all.umn.edu/chinese_language Class time: 40% lecture, 60% discussion Work load: exam(s), homework, quizzes, mid-term, and final Grade: 10% mid-semester exam(s), 15% final exam(s), 20% quizzes & tests, 30% class participation, 20% Homework; 5% vocab quizzes; Exam format: Listening comprehension, oral interview, reading comprehension, grammar, translation
Style: 40% Lecture, 60% Discussion.
Grading: 15% mid exam, 20% final exam, 20% quizzes, 25% written homework, 10% attendance, 10% class participation.

Chn 3032 Advanced Modern Chinese
4 credit(s); 3031 or equiv or instr consent Credit will not be granted if credit has been received for: CHN 4008;
Instructor: Hung, Yun-Lin
Description: Student may contact the instructor or department for information.

Chn 3201 Chinese Calligraphy
2 credit(s);
Instructor: Zhang, Hong
Description: A beginning course in Chinese Calligraphy. Chinese language background is NOT required. Lectures include introducing various Chinese Calligraphy techniques and exposing students to Chinese Calligraphy history and the cultural background in general. Students will be taught to develop a sense of self-cultivation through practicing the art of Chinese Calligraphy. Exercises in the class will give students hands-on experience of proper use of Chinese brush and ink to perform Chinese calligraphy. Students will also have the opportunity to write a complete calligraphy art project in terms of Chinese Couplets, Chinese Poems. In addition, students will be taught to understand the literature and the meaning of the calligraphy projects. The Calligraphy book is written by the instructor.
Style: 30% Lecture, 10% Discussion. Classroom exercises, with instructor's coaching students individually
Grading: 30% special projects, 30% written homework, 30% attendance, 10% class participation.

Chn 3202 Intermediate Chinese Calligraphy
2 credit(s);
Instructor: Zhang, Hong
Description: This is the second semester of a two-semester sequence in Chinese Calligraphy. The course is designed for those who have completed the course CHN 3201. Students with Chinese Calligraphy background may also enroll with the permission of the instructor. The knowledge of Chinese language is NOT required. Students will learn more advanced writing techniques relating to the Chinese characters structure and composition. The regular script of Chinese calligraphic style will be taught. Students are introduced to Chinese culture with varied Chinese classical poems and couplets. Students will also have the opportunity to learn the literature and meaning of the Chinese Couplets and Poems calligraphy project. By the end of this course, students will be able to understand and appreciate the art of Chinese Calligraphy. The calligraphy book written by the instructor will be used in this course.
Style: 30% Lecture, 10% Discussion. class room practice with instructor's coaching students individually.
Grading: 30% special projects, 30% written homework, 30% attendance, 10% class participation. Class attendance and participation; homework assignments and special projects.

Chn 3290 Chinese Language Teaching Tutorial
S-N only, 1 credit(s), max credits 2;
Instructor: Wang, Ling
Description: This course is aimed at providing excellent Chinese learners with experience in tutoring beginning Chinese learners. This course will give a brief introduction to theoretical concepts of Chinese pedagogy and the strategies in
tutoring. Students are required to know how to share expertise, experience in learning and how to encourage beginning learners to learn Chinese. Field notes should be taken each time when student provides tutoring. Student needs to write a report and reflection on his/her tutoring experience. No. of credits: S-N only, 1 credit(s), max credits 2 Prereq: Grade of A in 3032 Work load: some readings in Chinese pedagogy, tutoring for one or two hours per week, Grade: 40% discussion with the instructor 60% written reporting on tutoring experience

Chn 4002 Beginning Modern Chinese
3 credit(s);4001, grad studentCredit will not be granted if credit has been received for: CHN 1012;
Instructor: Stone,Jin YaLiang
Description: This is the second semester of the two-semester sequence in first-year Chinese. This course is designed for those who have completed Chinese 1011. Students with equivalent preparation may also register this course with the written permission of the instructor. In this course, students are introduced to additional modern standard Chinese (Mandarin) grammar, vocabulary, and sentence structures. As with Chinese 1011, the course consists of two lectures and five recitation classes each week. By the end of the semester, students should be able to recognize about 700 characters, write about 500 of them, conduct simple conversations on various daily topics, read texts on general topics, and write a short composition in Chinese. Textbook: Integrated Chinese, Level 1, Part 2 (Cheng & Tsui Company), Third Edition. Class time: 7 class hours/week
Style: 30% Lecture, 70% Discussion.
Grading: 10% mid exam, 15% final exam, 10% quizzes, 10% written homework, 10% attendance, 10% class participation, 10% laboratory evaluation, 10% other evaluation. Character writing, vocabulary quizzes, tests
Exam Format: Listening, speaking, reading and writing

Chn 4002 Beginning Modern Chinese
3 credit(s);4001, grad studentCredit will not be granted if credit has been received for: CHN 1012;
Instructor: Wang,Ling
Description: This is the second semester of the two-semester sequence in first-year Chinese. This course is designed for those who have completed Chinese 1011. Students with equivalent preparation may also register this course with the written permission of the instructor. In this course, students are introduced to additional modern standard Chinese (Mandarin) grammar, vocabulary, and sentence structures. As with Chinese 1011, the course consists of two lectures and five recitation classes each week. By the end of the semester, students should be able to recognize about 700 characters, write about 500 of them, conduct simple conversations on various daily topics, read texts on general topics, and write a short composition in Chinese. Textbook: Integrated Chinese, Level 1, Part 2 (Cheng & Tsui Company), Third Edition. Class time: 7 class hours/week
Style: 30% Lecture, 70% Discussion.
Grading: 10% mid exam, 15% final exam, 10% quizzes, 10% written homework, 10% attendance, 10% class participation, 10% laboratory evaluation, 10% other evaluation. Character writing, vocabulary quizzes, tests
Exam Format: Listening, speaking, reading and writing

Chn 4004 Intermediate Modern Chinese
3 credit(s);4003, grad studentCredit will not be granted if credit has been received for: CHN 3022;
Instructor: Li,Chi-Ping
Description: Principal Instructor: Jiahong Quan. prereq 3021, 5.0 cr This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 at U of MN or the equivalent. Students who have not completed Chinese 3021 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. It will cover lessons 11-20 of the textbook "Integrated Chinese" Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students should be able to understand spoken Chinese, conduct fairly sustained conversations in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes. Class URL: http://www.all.umn.edu/chinese_language Class time: 40% lecture, 60% discussion Work load: exam(s), homework, quizzes, mid-term, and final Grade: 10% mid-semester exam(s), 15% final exam(s), 20% quizzes & tests, 30% class participation, 20% Homework; 5% vocab quizzes; Exam format: Listening comprehension, oral interview, reading comprehension, grammar, translation
Style: 40% Lecture, 60% Discussion.
Grading: 15% mid exam, 20% final exam, 20% quizzes, 25% written homework, 10% attendance, 10% class participation.

Chn 4006 Accelerated Intermediate Modern Chinese
3 credit(s);[[1012 or 1015], grad student] or instr consent; oral/aural skills or other Chinese dialect recommended credit will not be granted if credit received for: 3021, 3022Credit will not be granted if credit has been received for: CHN 1016;
Instructor: Stone,Jin YaLiang
Description: prerequisite: 1012 or 1015 or instructor consent; credit will not be granted if credit received for: 3021 or 3022; 5.0 cr Instructor: Jin Stone As the second part Accelerated Modern Chinese course series, this course is the continuation
of Chinese 1015. It is designed for students who are heritage speakers of Chinese and/or who can understand and speak modern Chinese. The purpose of this course is to help students improve their ability in listening, speaking, reading and writing Chinese. It particularly aims to help students develop more sophisticated vocabulary and enhance reading and writing ability in Chinese. As an accelerated course, we will cover the whole of second year Chinese within one semester, and the pace of the course will be approximately one lesson every three days. Students should be ready to take the Chinese LPE and/or take third year Chinese after this course. Text book: Integrated Chinese, Level 2 (Cheng & Tsui Company)

Class time: 40% lecture, 50% discussion, 10% testing

Work load: 20 pages of reading per week, 5 pages of writing per semester, 6 exam(s), sentence and paragraph translation

Grade: 30% Mid-semester Exam, 30% Final exam(s), 15% Quizzes and Tests, 10% Attendance and Class Participation, 10% Homework; 5% Vocab Quizzes; Exam format: Oral interview and reading, writing

Chn 4008 Advanced Modern Chinese
3 credit(s);4007, grad student Credit will not be granted if credit has been received for: CHN 3032;
Instructor: Hung, Yun-Lin
Description: Student may contact the instructor or department for information.

Chn 4042 Advanced Readings in Modern Chinese
4 credit(s);
Instructor: Wang, Ling
Description: This course will expose advanced students to various Chinese writings and improve their ability to read Chinese articles, short stories, and essays in the original. We will study Chinese writings on various topics in modern China during the first half of the twentieth century, a time when the pros and cons of Chinese culture was under heated discussion. The aspects of Chinese culture covered in this course, among others, include the May 4th Movement, religion, filial piety, ancestral worship, Chinese characteristics, and male and female positions at home and in society. The genres of these writings include essays, short stories, newspapers, extracts of novels, and films. These works reflect both a changing Chinese society and Chinese intellectuals’ efforts to awaken the general public and to bring China into the modern world. The lectures and discussions will focus on the use of the language, the contents of the texts, and the Chinese cultural and philosophical messages found in those works. The instructor hopes that this course will inspire students to further explore modern Chinese society and culture. The course will be taught in Modern Standard Chinese (Mandarin).

Class time: 65% Discussion, 30% Lecture, 5% Lab and video.
Work load: 10-15 pages of reading per week, 5 pages of writing per semester, 2 exams, reading presentation, and a final essay.
Grade: 15% class participation, 15% quizzes, 10% reading presentation, 20% midterm exam, 20% final exam, 20% final essay. Exam format: Short answers and essay questions.

Chn 5040 Readings in Chinese Texts
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Zou, Zhen
Description: Prerequisite: 3-4 years of college Chinese or equivalent or instructor consent
Instructor: Zou, Zhen
Among modern Chinese thinkers, Lu Xun has the greatest insight in and is the most critical of traditional Chinese institution, society, and culture. If you can understand Lu Xun, you will have a good understanding of traditional and modern Chinese society and culture, as well as Chinese intellectuals’ urgent sense of pushing China into the modern world. Naturally, reading Lu Xun is critical in understanding China’s New Cultural Movement in the early twentieth-century, a great challenge for many Western sinologists. In the spring semester, we will study articles, short stories, and novelettes by Lu Xun and Hu Shi, another giant in modern China’s intellectual history. This will also help students in understanding other important writers of the New Cultural Movement. The works we will study includes Lu Xun and Hu Shi’s insights in Chinese people’s characteristics, the problems of the institution, age and gender oppression, and the cause of China’s backwardness. Class discussion will focus on the use of the language, the social interpretation of the texts, and the Chinese cultural and philosophical messages found in those works. The course will be taught in standard modern Chinese (Mandarin). Class time: 65% Discussion, 30% Lecture, 5% Lab and video. Work load: 10-15 pages of reading per week, 5 pages of writing per semester, 2 exams, reading presentation, and a final essay. Grade: 15% class participation, 15% quizzes, 10% reading presentation, 20% midterm exam, 20% final exam, 20% final essay. Exam format: Short answers and essay questions. Course URL: http://www.all.umn.edu/chinese_language

Chn 5393 Directed Study
1-5 credit(s), max credits 18, 18 completions allowed;
Instructor: Allen, Joseph R
Description: Student may contact the instructor or department for information.

Chn 5393 Directed Study
1-5 credit(s), max credits 18, 18 completions allowed;
Instructor: Zou, Zhen
Description: In my CHN5393 course in the spring semester, we will be reading about two dozen pieces of classical Chinese poetry and prose writings, including some of the most well-known works by Confucius, Mencius, Zhuangzi, Tao Yuanming, Li Bai, Du Fu, Bai Juyi, Liu Yuxi, Su Dongpo, Fan Zhongyan, Zhou Dunyi, Ouyang Xiu, Liu Yong, and so on. After taking this course, students will be able to know the meaning of some of the most commonly used words and learn some basic grammar in classical Chinese. This course will enable students to read some simple classical Chinese works on their own.
Chn 5393 Directed Study
1-5 credit(s), max credits 18, 18 completions allowed;
Instructor: Rouzer, Paul F
Description: Student may contact the instructor or department for information.

Civil Engineering 122 Civil Engineering Building

CE 5 Refresher Course for Civil Engineers
S-N only, 0 credit(s);
Instructor: LaPara, Timothy M
Description: Student may contact the instructor or department for information.

CE 3101 Computer Applications in Civil Engineering I
A-F only, 3 credit(s);
Instructor: Gonella, Stefano
Description: Student may contact the instructor or department for information.

CE 3102 Uncertainty and Decision Analysis in Civil Engineering
A-F only, 3 credit(s);
Instructor: Barnes, Randal J
Description: Student may contact the instructor or department for information.

CE 3111 CADD for Civil Engineers
S-N only, 2 credit(s);
Instructor: Johnson, Ann M
Description: Introduction to AutoCAD and Civil 3D software. Students complete all tasks to design a two-lane roadway and simple subdivision using civil engineering design software, including topography, plan/profile, contours, and cross sections.

CE 3201 Transportation Engineering
3 credit(s);
Instructor: Davis, Gary Arnold
Description: Student may contact the instructor or department for information.

CE 3301 Soil Mechanics I
A-F only, 3 credit(s);
Instructor: Guzina, Bojan B
Description: The mechanics of soils forms the basis of geotechnical engineering involving the design of civil engineering structures such as foundations, retaining walls, dams and slopes. The course focuses on the fundamentals of soil mechanics and covers the topics such as index properties of soils and their classification, consolidation of saturated soils due to one-dimensional compression, partition of stresses between the soil particles and water, stress distribution in soil deposits due to foundation loads, permeability and seepage. Text: B.M. Das, "Fundamentals of Geotechnical Engineering."
Style: 70% Lecture, 30% Laboratory.
Grading: 27% mid exam, 30% final exam, 10% quizzes, 21% laboratory evaluation, 12% problem solving.
Exam Format: Multiple choice

CE 3401 Linear Structural Analysis
A-F only, 3 credit(s);
Instructor: Stolarski, Henryk Konstanty
Description: Analysis of determinate/indeterminate trusses and frames. Computation of displacements by virtual work principle. Application of energy, slope-deflection, and moment distribution methods to indeterminate structures. Influence lines. Design considerations.

CE 3402W Civil Engineering Materials
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Ballarini PhD, Roberto
Description: Student may contact the instructor or department for information.
CE 3501 Environmental Engineering
A-F only, 3 credit(s); Meets CLE req of Environment
Instructor: Marshall, Julian
Description: Student may contact the instructor or department for information.

CE 3502 Fluid Mechanics
A-F only, 4 credit(s);
Instructor: Guala, Michele
Description: Student may contact the instructor or department for information.

CE 4000H Honors Research Seminar
A-F only, 1 credit(s), max credits 2; Upper div CECredit will not be granted if credit has been received for: GEOE 4000H;
Instructor: Barnes, Randal J
Description: Student may contact the instructor or department for information.

CE 4011 Special Topics: Design for Sustainable Development : Discovery
A-F only, 1 credit(s), max credits 12, 3 completions allowed;
Instructor: Bell, Brian Jacob
Description: The course will provide students with fundamental understanding and hands-on experience of intermediate technology solutions and sustainable technology transfer methods for civil, environmental, and geo-engineering challenges in the developing world.

CE 4011 Special Topics: Engineering and Appropriate Technology for Global
A-F only, 1 credit(s), max credits 12, 3 completions allowed;
Instructor: Bell, Brian Jacob
Description: Student may contact the instructor or department for information.

CE 4011 Special Topics: Nondestructive Testing and Evaluation
A-F only, 4 credit(s), max credits 12, 3 completions allowed;
Instructor: Khazanovich, Lev
Description: Student may contact the instructor or department for information.

CE 4102W Capstone Design
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Marasteanu, Mihai
Description: Student may contact the instructor or department for information.

CE 4121 Computer Applications in Civil Engineering II
A-F only, 3 credit(s);
Instructor: Barnes, Randal J
Description: Student may contact the instructor or department for information.

CE 4180 Independent Study II
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: STAFF
Description: Special studies in planning, design, or analysis of civil engineering systems. Individual lab research problems, literature studies, reports. Supervised by staff.

CE 4190 Engineering Co-op Assignment
S-N only, 2-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Gulliver, John Stephen
Description: Style: Industry work assignment
Grading: 100% reports/papers.

CE 4201 Highway Design
A-F only, 3 credit(s);
Instructor: Johnson, Ann M
Description: Student may contact the instructor or department for information.
CE 4211 Traffic Engineering
  3 credit(s);
  Instructor: Hourdos, John
  Description: Student may contact the instructor or department for information.

CE 4301 Soil Mechanics II
  A-F only, 3 credit(s); [3301 or GeoE 3301], upper div CSE] or instr consent
  Credit will not be granted if credit has been received for: GEOE 4301;
  Instructor: Labuz, Joseph F
  Description: Student may contact the instructor or department for information.

CE 4352 Groundwater Modeling
  A-F only, 3 credit(s); [4351, GEOE 4351], [upper div CSE or grad student] or instr consent
  Credit will not be granted if credit has been received for: GEOE 4352;
  Instructor: Strack PhD, Otto D
  Description: Student may contact the instructor or department for information.

CE 4401 Steel and Reinforced Concrete Design
  A-F only, 4 credit(s);
  Instructor: Shield, Carol K
  Description:
  Style: 90% Lecture, 10% Small Group Activities.
  Grading: 20% mid exam, 20% final exam, 40% written homework, 20% additional semester exams.
  Exam Format: two 1 hour exams, one two-hour in-class midterm and one two-hour final exam

CE 4411 Matrix Structural Analysis
  A-F only, 3 credit(s);
  Instructor: Wojtkiewicz Jr, Steven F
  Description: Student may contact the instructor or department for information.

CE 4412 Reinforced Concrete Design II
  A-F only, 3 credit(s);
  Instructor: Schultz, Arturo Ernest
  Description: Student may contact the instructor or department for information.

CE 4501 Hydrologic Design
  A-F only, 4 credit(s);
  Instructor: Voller, Vaughan Richard
  Description: Student may contact the instructor or department for information.

CE 4502 Water and Wastewater Treatment
  A-F only, 3 credit(s);
  Instructor: LaPara, Timothy M
  Description: Student may contact the instructor or department for information.

CE 4511 Hydraulic Structures
  A-F only, 3 credit(s);
  Instructor: Mohseni, Omid
  Description: Review of open channel flow, hydraulic design and analysis of culverts and closed conduits (e.g. tunnels), an overview of dams, probable maximum precipitation and probable maximum flood, hydraulic analysis of spillways, stilling basins, outlet structures, drop structures, gates, fish passages and water intakes. An overview of waves in reservoirs, and design of riprap protection systems.
  Style: 70% Lecture, 10% Film/Video, 15% Discussion, 5% Student Presentation.
  Grading: 25% final exam, 10% reports/papers, 60% written homework, 5% in-class presentation.

CE 4561 Solid Hazardous Wastes
  3 credit(s);
  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.  
Style: 70% Lecture, 10% Discussion. Group problems and field trips.  
Grading: 40% mid exam, 20% final exam, 20% reports/papers, 20% problem solving.  
Exam Format: Problem and short answer/discussion.

CE 5180 Special Topics: Granular Physics with Environmental Applications  
A-F only, 3 credit(s), max credits 4, 3 completions allowed;  
Instructor: Hill, Kimberly M.  
Description: Student may contact the instructor or department for information.

CE 5180 Special Topics: Advanced Computer Applications in Civil Engineering  
A-F only, 3 credit(s), max credits 4, 3 completions allowed;  
Instructor: Barnes, Randal J  
Description: Student may contact the instructor or department for information.

CE 5211 Traffic Engineering  
3 credit(s);  
Instructor: Hourdos, John  
Description: Student may contact the instructor or department for information.

CE 5511 Urban Hydrology and Land Development  
A-F only, 4 credit(s);  
Instructor: Gulliver, John Stephen  
Description: Student may contact the instructor or department for information.

CE 5542 Experimental Methods in Environmental Engineering  
A-F only, 3 credit(s);  
Instructor: Arnold, Bill  
Description: This laboratory-based course will provide incoming graduate students and advanced undergraduates with the tools necessary to conduct research in environmental engineering, environmental chemistry, and environmental microbiology. Lectures will introduce the theory of operation of analytical equipment, proper sampling and data handling methods, statistical analyses, experimental design and laboratory safety. Through a series of research-based laboratory exercises, the students will learn to use several pieces of analytical equipment (pH meter, UV/Visible Spectrophotometer, Atomic Absorption Spectrophotometer, Gas Chromatograph, High Performance Liquid Chromatograph and Capillary Electrophoresis Ion Analyzer) and learn the techniques required to characterize natural waters and wastewaters. A second series of process laboratories will be conducted in which the students will use the analytical equipment to collect data from a model water treatment reactor. The students will also be required to develop and conduct a month-long research project. Detailed laboratory reports and statistical analyses of data will be required. A mid-term and final exam will also be given.  
Style: 20% Lecture, 80% Laboratory.  
Grading: 15% mid exam, 15% final exam, 60% reports/papers, 10% laboratory evaluation.  
Exam Format: Essay

CE 5561 Air Quality Engineering  
A-F only, 3 credit(s);  
Instructor: Marshall, Julian  
Description: Student may contact the instructor or department for information.

CE 5570 Design for Sustainable Development: Discovery  
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Bell, Brian Jacob  
Description: Student may contact the instructor or department for information.

CE 5571 Design for Sustainable Development: Innovate  
A-F only, 4 credit(s), max credits 8;  
Instructor: Rose, Fred Anthony  
Description: Student may contact the instructor or department for information.

CE 5572 Design for Sustainable Development: Create I  
A-F only, 2 credit(s), max credits 4;  
Instructor: Rose, Fred Anthony
CE 5573 Design for Sustainable Development: Create II
S-N only, 1 credit(s), max credits 2;
Instructor: Rose,Fred Anthony
Description: Student may contact the instructor or department for information.

CE 8200 Seminar: Transportation
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Davis,Gary Arnold
Description: Student may contact the instructor or department for information.

CE 8202 Networks and Places: Transportation, Land Use, and Design
A-F only, 4 credit(s);
Instructor: Cao,Jason
Description: Pick up a newspaper or watch the news and you're likely to find a story about transportation problems in the Twin Cities, most notably sprawl and congestion, and the multitude of problems that come with them - economic inefficiencies, global warming, air pollutants, oil dependency, social inequities, safety concerns, etc. Although most people agree on the problems, few agree on the solutions. As a result, policy makers and planners have proposed and implemented various land use and transportation policies, including freeway expansion, urban growth boundary, rail investments, value pricing, etc. These policies would impact both transportation and land use because the latter two are inextricably linked. The construction of a new facility, such as a freeway or a light rail line, is likely to influence the nature and location of new development in the corridor. The new development is likely to affect travel patterns of residents in the area, which may in turn demand new transportation investments over time. Therefore, an understanding of land use-transportation interactions is critical to the solution of transportation and its related problems confronting large metropolitan areas. This course will cover key theories and practices, research methodologies and findings, traditional and emerging policy instruments, and techniques for planning. My goal is to introduce students to the essential concepts, influential thinkers, and important debates associated with the land use-transportation connection as a foundation for both academic and professional work in the field of urban and transportation planning. By the end of the course, students will be able to understand the theories underlying land use and transportation interactions; spatial evolution of cities related to transportation infrastructure; empirical impacts of transportation infrastructure on land development and impacts of land use on travel patterns; urban transportation planning process; land use and transportation policy instruments, and their political barriers. Further, this course aims to promote teamwork through assignments, case studies, and labs. This course also trains students to deliver their ideas through paper and oral communication. The open debates will encourage students to become an independent and deliberate thinker. All are essential for successful planners and policy makers.

CE 8214 Transportation Economics
A-F only, 4 credit(s);
Instructor: Levinson,David M
Description: CE8214: Transportation Economics applies microeconomic theory to transportation taking an agent-based, game theoretic framework. Topics include: demand and demand estimation, cost and cost estimation, pricing and investment, and regulation and deregulation. Applications cover both urban and intercity passenger transportation as well as freight transportation.
Style: 75% Lecture, 20% Discussion, 5% Guest Speakers.
Grading: 20% mid exam, 20% final exam, 20% reports/papers, 10% special projects, 10% written homework, 10% reflection paper, 10% in-class presentation.

CE 8300 Seminar: Geomechanics
S-N only, 1-3 credit(s), max credits 4, 4 completions allowed; Credit will not be granted if credit has been received for: GEOE 8300;
Instructor: Mogilevskaya,Sofia
Description: Student may contact the instructor or department for information.

CE 8400 Seminar: Structures
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Stolarski,Henryk Konstanty
Description: Student may contact the instructor or department for information.

CE 8401 Fundamentals of Finite Element Method
A-F only, 3 credit(s);
Instructor: Stolarski,Henryk Konstanty
Description: Elements of calculus of variations; weak and strong formulations of various problems, with emphasis on
linear continuum and structural mechanics problems. Isoparametric elements and numerical integration. Basic concepts of error analysis and convergence. Analysis of plates and shells. Introduction to mixed methods and time dependent problems.

CE 8442 Nonlinear Analysis of Structural Systems  
A-F only, 3 credit(s); 4411, 4413 or instr consent; offered alt yrs; Credit will not be granted if credit has been received for: WRS 8581; 
Instructor: Le, Jialiang 
Description: Student may contact the instructor or department for information.

CE 8490 Special Topics: Advanced Traffic Safety Analysis  
A-F only, 2 credit(s), max credits 8; 
Instructor: Davis, Gary Arnold 
Description: Student may contact the instructor or department for information.

CE 8490 Special Topics: Non-linear Dynamics in Hydrology  
A-F only, 4 credit(s), max credits 8; 
Instructor: Foufoula, Efi 
Description: Student may contact the instructor or department for information.

CE 8500 Environmental Seminar  
S-N only, 1 credit(s), max credits 3, 3 completions allowed; 
Instructor: Novak, Paige J 
Description: Student may contact the instructor or department for information.

CE 8504 Theory of Unit Operations  
A-F only, 4 credit(s); 
Instructor: Mott, Henry Valentine 
Description: Student may contact the instructor or department for information.

CE 8505 Biological Processes  
A-F only, 3 credit(s); 
Instructor: LaPara, Timothy M 
Description: Student may contact the instructor or department for information.

CE 8572 Computational Environmental Fluid Dynamics  
A-F only, 4 credit(s); 
Instructor: Sotiropoulos, Fotis 
Description: Student may contact the instructor or department for information.

Classical Civilization  245 Nicholson Hall

ClCv 3993 Directed Studies in Classical Civilization  
1-4 credit(s), max credits 4, 1 completion allowed; 
Instructor: STAFF 
Description: Student may contact the instructor or department for information.

ClCv 3994 Directed Research in Classical Civilization  
1-4 credit(s), max credits 4, 1 completion allowed; 
Instructor: STAFF 
Description: Student may contact the instructor or department for information.

ClCv 3996 Directed Instruction in Classical Civilization  
1-4 credit(s), max credits 4, 1 completion allowed; 
Instructor: STAFF 
Description: Student may contact the instructor or department for information.

Classical and Near Eastern Studies  245 Nicholson Hall
CNES 1001 World of the Bible: Religions, Empires, and Discourses of Power
3 credit(s); credit will not be granted if credit received for: CLAS 1051; Credit will not be granted if credit has been received for: RELS 1003; Meets CLE req of Arts/Humanities
Instructor: STAFF
Description: Where did the Bible come from? Who were the ancient Israelites? How did the great civilizations of the ancient world influence the Bible? Integrating a cross-disciplinary spectrum of religion, history, archeology, and literature, students in this class will discover the contemporary contexts for the ancient literary anthologies now known as the Hebrew Bible and the New Testament. Topics will include the development of monotheism, kingship, warfare, divination, prophecy, law, poetry, mythology, and daily life. Students will encounter a variety of famous ancient Near Eastern texts, including the Epic of Gilgamesh, the Laws of Hammurabi, and the Dead Sea Scrolls. Since we will engage in secular study only, analytically examining all relevant religious texts and traditions, students are required to retain an open mind and the willingness to read and discuss the Bible in a new way.

CNES 1001 World of the Bible: Religions, Empires, and Discourses of Power
3 credit(s); credit will not be granted if credit received for: CLAS 1051; Credit will not be granted if credit has been received for: RELS 1003; Meets CLE req of Arts/Humanities
Instructor: Barnes, William Hamilton
Description: Where did the Bible come from? Who were the ancient Israelites? How did the great civilizations of the ancient world influence the Bible? Integrating a cross-disciplinary spectrum of religion, history, archeology, and literature, students in this class will discover the contemporary contexts for the ancient literary anthologies now known as the Hebrew Bible and the New Testament. Topics will include the development of monotheism, kingship, warfare, divination, prophecy, law, poetry, mythology, and daily life. Students will encounter a variety of famous ancient Near Eastern texts, including the Epic of Gilgamesh, the Laws of Hammurabi, and the Dead Sea Scrolls. Since we will engage in secular study only, analytically examining all relevant religious texts and traditions, students are required to retain an open mind and the willingness to read and discuss the Bible in a new way.

CNES 1003 World of Rome
3 credit(s); Meets CLE req of Historical Perspectives
Instructor: Smith, Stephen
Description: "All roads lead to Rome" - The barbarians who flooded across imperial borders wanted not to destroy the Romans but to become Roman themselves. Two later empires called themselves Roman, and the rulers of three others called themselves Caesar. Britain saw itself as a warrior-goddess (in a Roman helmet) bringing peace to an empire, while America set up a senate in a capitol decorated with the emblems of the Roman republic. For 1500 years after its "fall," Rome has fascinated the world, and even today we cannot escape its influence on politics, religion, law, engineering, architecture, literature, sports, popular culture. But who were the Romans and why are they so fascinating? This course will survey over 1000 years of Rome's history and culture, from its beginnings as a village near the Tiber, through its rise to the status of the western world's first superpower, to the adoption of Christianity as the state religion and the beginning of a new era. We'll try to understand the Romans through their own writings and monuments, including such highlights as the Roman Forum, the Colosseum, Vergil's Aeneid, Juvenal's satires, the speeches of Cicero, and Suetonius' lives of the emperors. We'll also spend some time talking about signs of Roman influence in our own society and culture. Style: 80% Lecture, 20% Discussion.
Exam Format: short answer and essay

CNES 1042 Greek and Roman Mythology
4 credit(s); Credit will not be granted if credit has been received for: CNES 1042H; Meets CLE req of Arts/Humanities
Instructor: Fanning, Eric William
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit Class URL for ODL policies, including fee and financial aid restrictions. Introduction to stories/study of Greek/Roman mythology. Style: Online with handwritten exams
Grading: See attached syllabus
Exam Format: Exams are in-person, not online.

CNES 1042 Greek and Roman Mythology
4 credit(s); Credit will not be granted if credit has been received for: CNES 1042H; Meets CLE req of Arts/Humanities
Instructor: Cole, Spencer E
Description: An introduction to Greek and Roman mythology that will consider how ancient and modern cultures have used these myths to explore thorny issues like identity, marriage and families, the origin of the universe, sexuality, gender, and death. We will become acquainted with the gods, heroes, and monsters of classical mythology through our study of ancient sources and also survey modern methods of myth analysis. Lectures include slide presentations of myths in ancient, renaissance, and modern art.


**CNES 1042H Honors Course: Greek and Roman Mythology**

* A-F only, 4 credit(s); Honors or instr consent Credit will not be granted if credit has been received for: CNES 1042; Meets CLE req of Arts/Humanities
* Instructor: Cole, Spencer E
* Description: Student may contact the instructor or department for information.

**CNES 1046 Technical Terminology for the Health Professions**

* 3 credit(s);
* Instructor: Willey, Andrew James
* Description: This is a fully online section offered online through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Although only used in a specialized, technical environment, medical terminology is nevertheless a vocabulary in its own right, with its own history and rules of morphology (word-formation). This course emphasizes linguistics and etymology. Rather than attempt to impart all the specialized vocabulary necessary for the study of, e.g. anatomy or physiology, you will learn how medical terms are constructed from Greek and Latin prefixes, roots, and suffixes. You will also learn by heart most of the commonly found roots of medical terms. Armed with this knowledge, you will have the skills and knowledge to "decode" or "translate" unfamiliar terms as you come upon them. In addition, you will also possess a solid base of vocabulary to build upon--whatever your future involvement in the health professions may be, as a doctor, nurse, occupational therapist, or simply as an occasional patient.
* Style: Online with handwritten exam
* Grading: See attached syllabus
* Exam Format: Supervised, in-person (not online) exam.

**CNES 3071 Greek and Hellenistic Religions**

* 3 credit(s); Credit will not be granted if credit has been received for: CNES 5071;
* Instructor: Sellew, Philip
* Description: A survey of ancient Greek religion from the Bronze Age down to Hellenistic times. The approach is both historical and thematic. Topics include pre-historic religion; Homer and the Olympian deities; archaeology of cult; music, dance, and procession as ritual performance; prayer and sacrifice; temple architecture and sanctuaries; oracles; beliefs about death and the afterlife; mystery cults; philosophical religion; criticism of traditional myths; Alexander and ruler cult; astrology and magic; and Near Eastern salvation religions. We pose questions of Greek tragedy and comedy, satire and pious hymnody. Extensive use of Homer, Sappho, Pindar, Aeschylus, Euripides, and Plato allows us to hear distinct voices within the overall Greek social and religious variety. We study the use of architectural space to define and express divisions between sacred and profane. The visual arts are of central importance, to help us both "see" these foreign or familiar gods and goddesses heroes and heroines, as well as "query" the ordering principles they represent. Sculpture, vase painting, gems, and coins are all brought into the picture.
* Style: 85% Lecture, 10% Discussion, 5% Field Trips.
* Grading: 15% mid exam, 20% final exam, 45% reports/papers, 5% special projects, 15% additional semester exams.
* Exam Format: Brief IDs and short answer questions; one essay.

**CNES 3082W Greek Tragedy in Translation**

* 3 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive
* Instructor: Gagnon, Jennifer Marie
* Description: Through a critical engagement with the ancient dramas of Aeschylus, Sophocles, and Euripides, we will examine Greek tragedy in its historical, theatrical, political, and social contexts. We will explore the major works of Aeschylus, (Oresteia, Persians) Sophocles, (Antigone, Ajax, Oedipus Rex, Philoctetes) and Euripides, (Bacchae, Helen, Iphigenia at Aulis, Medea, Trojan Women). We will be attentive to the ways in which ?playing the other? on the tragic stage allows for an exploration and problematization of events, ideas, and dilemmas. Each play will be considered in its own right and with an eye towards both ancient and contemporary debates surrounding freedom, gender, heroism, identity, power, and violence. All texts will be read in translation.
* Style: 50% Lecture, 30% Discussion, 20% Small Group Activities.
* Grading: papers, in-class writing, exams.

**CNES 3103 Ancient Greece: Alexander and the East**

* 3 credit(s);
* Instructor: Krevans, Nita
* Description: This class will explore the life of Alexander (myth and reality), his conquests and their results, and the culture of the Greek-speaking world in the two centuries after his death--a world whose most influential capital was no longer Athens, but Alexandria, Alexander's new city in Egypt. This was an exciting period of artistry and scholarship; our survey
will include Hellenistic literature (novels, poetry, and the epic of Jason and the Argonauts), philosophy (Epicureanism, Stoicism), and art (sculpture, mosaics, portraiture, painting). The reading will emphasize works written at the time. (All reading is in translation.) This class welcomes undergraduates in all majors. FINAL PROJECT: Each student will create a forged 'document' from the Hellenistic period reflecting their own interests. (Examples: letters, inscriptions, poems, excerpts from histories or biographies, etc.). Students will then exchange documents and prepare a scholarly commentary on the 'document' they receive. WARNING: Some of the material presented in this class may be considered obscene.

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

---

**CNES 3104 Ancient Rome: Kings and Consuls**

3 credit(s);

**Instructor:** Willey, Andrew James

**Description:** In 509 BC, the aristocrats of an obscure Italian city rose up against their king and his tyrannical rule. The result of their revolt, a city without kings, turned into one of the most enduring and successful political experiments the world had yet seen. The Roman Republic survived in one form or another for nearly half a millennium. But Rome did not survive this lengthy period unchanged. The history of the Republic is one of continual and sometimes violent change. This course seeks to introduce students to the influential legacy of those titanic struggles, from Rome's legendary founding in 509 BCE until the assassination of Julius Caesar in 44. Our focus will be on reading the primary sources about the Roman world, their history, poetry, rhetoric and even comedy. By reading the Romans? own words we will gradually uncover the complex social fabric of the Roman world and its attempts (and failures) to deal with enduring problems: freedom and slavery, gender and equality, power and imperialism, citizenship and democracy. Thus students will gain a greater appreciation for the complex and constantly evolving interplay of people and institutions, literature and philosophy which existed in the Roman Republic. Note: All readings will be in English translation.

**Style:** Lecture and Discussion

---

**CNES 3108 Age of St. Augustine of Hippo**

3 credit(s);

**Instructor:** Nicholson, Oliver

**Description:** This course is an introduction to a formative period in the history of Europe and the Near East. The years 365-500 AD. saw Christianity take root as the dominant religion of the Roman Empire, they saw developing relations between Rome and the Persian Empire, they saw Western Europe threatened by warlike horsemen from the steppes of central Asia and invaded by Germanic tribes who came eventually to form the nations of modern Europe. We shall study these historical changes across a wide range of civilizations, from the savage Huns and their fearsome leader Attila, the "Scourge of God", to the solemn ceremonial of the early Byzantine court, and the lively city of Constantinople which surrounded it. We shall also consider in detail the writings of the two most influential authors of the period, Boethius's "Consolation of Philosophy" and Augustine's "Confessions", one of the most honest autobiographies ever written. The emphasis of all readings will be on texts written at the time (in English translation). Everyone will write an essay. This will be history with the people left in. Come and meet folk like Augustine - he may be far away in time but his preoccupations are vividly recognizable now. There is something here for everyone, from those who know nothing about Late Antiquity to actual and potential Classics majors.

**Style:** Lecture-and-discussion

**Grading:** EITHER paper (60%) + final (40 %) OR 2 x midterms (30% each) + final (40%)

**Exam Format:** 'Gobbets' - ancient passages set for comment, explanation of how to comment to be given in class.

---

**CNES 3115 Midrash: Jewish Biblical Interpretation**

3 credit(s); Credit will not be granted if credit has been received for: JWST 3115;

**Instructor:** Jassen, Alex P

**Description:** This course introduces students to the history of biblical interpretation in ancient Judaism. The Hebrew Bible (Old Testament) is the central document in Judaism. As with all scripture-based religions, Jews throughout time have been faced with the task of making sense of their sacred scriptures and renewing it for their own time. The aim of this course is to explore the variety of ancient Jewish readings of the Hebrew Bible in their diverse literary, cultural, and historical settings. Emphasis is placed on the different genres employed in Jewish biblical interpretation and their historical development. The course begins with interpretation within the Hebrew Bible itself and then explores the diverse forms of biblical interpretation found in Judaism of the late Second Temple period (3rd cen BCE-1st cen CE) ? translation, rewritten biblical texts, and the commentary form. Students read selections in translation drawn from the Dead Sea Scrolls, the Apocrypha and Pseudepigrapha, the Septuagint, the writings of Philo of Alexandria, and related texts. The course then focuses on the diverse collection of biblical interpretation stemming from rabbinic Judaism, ranging in date from the 3rd century CE through the 10th century CE. Analysis of rabbinic biblical interpretation (Midrash) focuses on unique elements in the rabbinic tradition as well as locates these approaches as part of the broader history of Jewish biblical interpretation. The remainder of the course will engage in comparative analysis of particular aspects of the biblical narrative as they are interpreted across the various text encountered. Topics that will be addressed in this comparative framework include the flood story, the binding of Isaac, the exodus, and the golden calf incident. Course meetings will emphasize in-depth reading of the material in the context of active student participation.

**Style:** 15% Lecture, 75% Discussion, 10% Student Presentation.

**Grading:** 50% reports/papers, 15% quizzes, 10% in-class presentation, 25% class participation.
CNES 3152 Art and Archaeology of Ancient Greece
3 credit(s); Credit will not be granted if credit has been received for: ARTH 3152; Meets CLE req of Historical Perspectives
Instructor: Rousseau, Vanessa
Description: Student may contact the instructor or department for information.

CNES 3502 Ancient Israel: From Conquest to Exile
3 credit(s); Credit will not be granted if credit already received for: ANE 3502/5502, RelA 3502/5502; Credit will not be granted if credit has been received for: CNES 5502;
Instructor: von Dassow, Eva
Description: Israel and Judah were not states of great importance in the ancient Near East. Their population, territory, and economy were small, and they could not resist conquest by larger, more powerful states like Assyria and Rome. So why is their history significant still? The historical experiences of the people of ancient Israel and Judah were transmogrified in literary form into the Hebrew Bible (Old Testament), which became the foundation and wellspring for much of Western and Islamic civilization. Innumerable aspects of modern history and culture are predicated on some element of Israel's ancient past, as mediated to us through the Bible; so it behooves us to understand that past. But the Bible is a religious work, not a transcript of events, and it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are questions about how historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.
Style: 60% Lecture, 40% Discussion.
Grading: 20% final exam, 45% reports/papers, 20% quizzes, 15% class participation.
Exam Format: Essays, short IDs, maps

CNES 3601 Sexuality and Gender in Ancient Greece and Rome
3 credit(s); Credit will not be granted if credit has been received for: CNES 5601; Meets CLE req of Arts/Humanities
Instructor: Nappa, Christopher
Description: An understanding of ancient expectations about gender, sexuality, and sexual behavior is both necessary for understanding classical literary texts and Greco-Roman history and important for the role it often plays in contemporary debates about western ideas about sexuality and the body. There is an extensive body of evidence (textual and visual) from ancient Greece and Rome, but it poses certain problems of methodology not always faced in the study of sexuality in the modern world and generally alien to students. Thus the course seeks not only to expose students to "facts" about ancient sexuality, but to survey the range of evidence that exists, and help them confront the problems that arise from studying primary sources from the ancient world. The course will also expose students to some of the main debates among scholars of ancient sexuality: the so-called Dover model of same-sex behavior in classical Greece, the relevance (and reliability) of Foucault's work on antiquity, the functions of the frequent depictions of rape in classical (especially Roman) literature, the sexualization of the figure of the Roman emperor, and the limits of the evidence for authentic female voices in classical texts. Readings will come from ancient sources in translation, modern scholarly accounts of antiquity, and works on theory and method in the study of gender and sexuality.
Style: 50% Lecture, 30% Discussion, 20% Small Group Activities.
Grading: 15% mid exam, 15% final exam, 50% reports/papers, 20% journal.

CNES 3951W Major Project
4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

CNES 5071 Greek and Hellenistic Religions
3 credit(s); Credit will not be granted if credit has been received for: CNES 3071;
Instructor: Sellew, Philip
Description: Student may contact the instructor or department for information.

CNES 5115 Midrash: Jewish Biblical Interpretation
3 credit(s); Credit will not be granted if credit has been received for: JWST 3115;
Instructor: Jassen, Alex P
Description: This course introduces students to the history of biblical interpretation in ancient Judaism. The Hebrew Bible (Old Testament) is the central document in Judaism. As with all scripture-based religions, Jews throughout time have been faced with the task of making sense of their sacred scriptures and renewing it for their own time. The aim of this course is
Clinical Laboratory Sciences Program

CNES 5993 Directed Studies
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Sellew, Philip
Description: Student may contact the instructor or department for information.

CNES 5713 Introduction to Ugaritic
3 credit(s);
Instructor: von Dassow, Eva
Description: Ugaritic, which belongs to the northwestern branch of the Semitic language family, was the language of the ancient city-state of Ugarit, located on the coast of Syria. This language is only attested in texts from the last century of the Late Bronze Age (the 13th century BCE), when, as well as writing in the Akkadian language using the Mesopotamian cuneiform script, the scribes and literati of Ugarit used a cuneiform version of the alphabet to write in their own language on clay tablets. They wrote myths, epics, ritual texts, letters, accounting records, and contracts in the Ugaritic language. Their mythic and epic compositions are precious testimony to the Syro-Canaanite religion reflected in the Hebrew Bible, and these texts are therefore of great interest to scholars of the Bible and the ancient Near East. This course will cover the grammar and writing system of Ugaritic and introduce students to a variety of different text genres, focussing especially on letters, myths, and epics. Our understanding of the Ugaritic language is based largely on better-known Semitic languages such as Hebrew and Arabic; also, as in the case with ancient languages generally, learning grammar analytically is essential to learning Ugaritic. Therefore, study of another extinct language, or another Semitic language, is required as preparation for the study of Ugaritic.
Style: 50% Lecture, 45% Discussion, 5% Student Presentation.
Grading: 20% reports/papers, 45% discussion, 5% student presentation, 5% in-class presentation, 15% class participation.

CNES 5502 Ancient Israel: From Conquest to Exile
3 credit(s);
Instructor: von Dassow, Eva
Description: Israel and Judah were not states of great importance in the ancient Near East. Their population, territory, and economy were small, and they could not resist conquest by larger, more powerful states like Assyria and Rome. So why is their history significant still? The historical experiences of the people of ancient Israel and Judah were transmogrified in literary form into the Hebrew Bible (Old Testament), which became the foundation and wellspring for much of Western and Islamic civilization. Innumerable aspects of modern history and culture are predicated on some element of Israel's ancient past, as mediated to us through the Bible; so it behooves us to understand that past. But the Bible is a religious work, not a transcript of events, and it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are questions about how historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.
Style: 60% Lecture, 40% Discussion.
Grading: 20% final exam, 45% reports/papers, 20% quizzes, 15% class participation.
Exam Format: Essays, short IDs, maps

CNES 5993 Directed Studies
1-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Sellew, Philip
Description: Student may contact the instructor or department for information.

Clinical Laboratory Sciences Program
15-194 Phillips Wangensteen Bldg (MMC 711)
CLSP 1010 Orientation in Clinical Laboratory Sciences
S-N only, 1 credit(s);
Instructor: Conway-Klaassen, Janice M.
Description: Student may contact the instructor or department for information.

CLSP 4092 Honors Program: Laboratory Methods
3 credit(s);
Instructor: Conway-Klaassen, Janice M.
Description: Student may contact the instructor or department for information.

CLSP 4101 Diagnostic Microbiology II
A-F only, 2 credit(s);
Instructor: Ruskin, Lorna Marie
Description: Student may contact the instructor or department for information.

CLSP 4202 Hematology II
A-F only, 2 credit(s);
Instructor: Wiesner, Stephen Michael
Description: Student may contact the instructor or department for information.

CLSP 4203 Hemostasis
A-F only, 1 credit(s);
Instructor: Wiesner, Stephen Michael
Description: Lecture and laboratory course covering hemostasis. Theory of hemostasis and laboratory tests of plasma and platelets will be discussed. Target audience: Senior medical technology students.
Style: 66% Lecture, 33% Laboratory.
Exam Format: multiple choice

CLSP 4203 Hemostasis
A-F only, 1 credit(s);
Instructor: Swinehart, Cheryl D
Description: Lecture and laboratory course covering hemostasis. Theory of hemostasis and laboratory tests of plasma and platelets will be discussed. Target audience: Senior medical technology students.
Style: 66% Lecture, 33% Laboratory.
Exam Format: multiple choice

CLSP 4301 Urinalysis
A-F only, 1 credit(s);
Instructor: Spannaus-Martin, Donna J
Description: Student may contact the instructor or department for information.

CLSP 4304 Clinical Chemistry II: Lecture
A-F only, 2 credit(s);
Instructor: Spannaus-Martin, Donna J
Description: Student may contact the instructor or department for information.

CLSP 4305 Clinical Chemistry II: Laboratory
A-F only, 2 credit(s);
Instructor: Spannaus-Martin, Donna J
Description: Student may contact the instructor or department for information.

CLSP 4402 Molecular Diagnostics
A-F only, 2 credit(s), max credits 4;
Instructor: Wiesner, Stephen Michael
Description: Student may contact the instructor or department for information.

CLSP 4501 Introduction to Transfusion Medicine
A-F only, 2 credit(s);
Instructor: George, Joanna L
Description: Student may contact the instructor or department for information.
CLSP 4502 Introduction to Transfusion Medicine: Laboratory
A-F only, 2 credit(s);
Instructor: George, Joanna L
Description: Student may contact the instructor or department for information.

CLSP 4502 Introduction to Transfusion Medicine: Laboratory
A-F only, 2 credit(s);
Instructor: Conway-Klaassen, Janice M.
Description: Student may contact the instructor or department for information.

CLSP 4701 Applied Diagnostic Microbiology
S-N only, 2 credit(s);
Instructor: Brennecke, Patricia Johnson
Description: Student may contact the instructor or department for information.

CLSP 4701 Applied Diagnostic Microbiology
S-N only, 2 credit(s);
Instructor: Conway-Klaassen, Janice M.
Description: Student may contact the instructor or department for information.

CLSP 4702 Applied Clinical Hematology/Hemostasis
S-N only, 2 credit(s);
Instructor: Brennecke, Patricia Johnson
Description: Student may contact the instructor or department for information.

CLSP 4703 Applied Clinical Chemistry and Urinalysis
S-N only, 2 credit(s);
Instructor: STAFF
Description: Application of basic methods and techniques in the clinical chemistry lab. Upon completion of the chemistry rotation, the student will be able to: Organize and take responsibility for the performance of selected methods. Perform the procedure with limited supervision, maintain accurate records, while following all prescribed laboratory safety procedures, recognize signs of instrument malfunction, perform necessary corrective measures, and clean up area. Obtain appropriate blood samples by venipuncture. Handle specimens properly once they are received in the laboratory. Understand the principles of clinical chemistry methods presented during the course. Describe the principles of instruments covered during the course. Understand the clinical usefulness of laboratory results. Perform routine urinalysis according to laboratory protocol. Target audience: medical technology students after they have completed their senior medical technology courses. Course is scheduled at various clinical/hospital sites.
Style: 100% Laboratory.
Grading: 5% in-class presentation, 95% laboratory evaluation.

CLSP 4704 Applied Transfusion Medicine
S-N only, 2 credit(s);
Instructor: Brennecke, Patricia Johnson
Description: Student may contact the instructor or department for information.

CLSP 4704 Applied Transfusion Medicine
S-N only, 2 credit(s);
Instructor: Conway-Klaassen, Janice M.
Description: Student may contact the instructor or department for information.

Clinical Physiology and Movement Science

CPMS 5201 Colloquium in Clinical Physiology and Movement Science
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Anderson, John Harold
Description: Student may contact the instructor or department for information.

Cognitive Science 205 Elliott Hall
CgSc 8000 Seminar: Philosophy of the Cognitive Sciences
3 credit(s);
Instructor: Jerde, Trenton Andrew
Description: Cognitive science is the interdisciplinary study of the mind. In this course, we will explore fundamental issues in cognitive science. For example, what is cognitive science, and what is its history? What is the mind? How is the mind related to the brain? How do the mind and brain represent and process information? How is language related to thought? How do emotion and subjectivity fit into the science of cognition? How do the sciences, e.g. genetics and neuroscience, challenge free will and our sense of self? Is the scientific study of consciousness possible?

CgSc 8041 Cognitive Neuroscience
A-F only, 4 credit(s); Instructor: Chafee PhD, Matthew Valentine
Description: Course may contact the instructor or department for information.

CgSc 8410 Perspectives in Learning, Perception, and Cognition
S-N only, 2 credit(s), max credits 24, 12 completions allowed;
Instructor: Gershenson, Celia Wolk
Description: Course Objectives/Goals: The objectives of the course are to provide exposure to current knowledge in the many-faceted field of cognitive sciences. The weekly presentations are designed to encompass the wide range of research areas that comprise the cognitive sciences. Class Structure: The course is in the form of a colloquium series. Each session consists of a 40-50 minute presentation followed by a question and discussion period. Course Requirements: Enrolled students are required to attend all colloquia, read references provided, (the references of which available online at http://www.cogsci.umn.edu/calendar/colloquia.htm), and actively participate in discussion sessions. Students will submit a five to six page paper at the end of the semester in lieu of a final examination.

College of Food, Agri & Natural Resource Sciences

CFAN 1201 Discovering Majors and Careers
A-F only, 1 credit(s);
Instructor: Hruska, Elizabeth Suzanne
Description: Are you anxious or stressed about picking a major or finding a career you'll enjoy? Would you like to actively investigate your major and career options in more detail and explore how they relate to you? Discovering Majors and Careers Course guides you in learning more about your unique strengths, values, interests, skills, and personality. Then we explore how your unique characteristics relate to the world of majors at the U, and how you can use your major to find a career you'll enjoy. We'll also help you to discover how internships, community service, work experience, travel and networking (both in-person and social media) can positively impact your future success. The goal of the class is to help you be proactive about the future and learn strategies that will help with a lifetime of decision making.
Style: 30% Lecture, 5% Film/Video, 30% Discussion, 30% Small Group Activities, 5% Guest Speakers.

CFAN 1501 Biotechnology, People, and the Environment
A-F only, 3 credit(s); Meets CLE req of Technology and Society
Instructor: Young, Nevin Dale
Description: Biotechnology, People and the Environment (CFAN 1501; Spring Semester, 3 credits) is a non-technical introduction to biotechnology, genetic engineering, and their impact on agriculture, food, medicine and the environment. The class does not have formal lab or recitation sections, but it does include discussions and demonstrations. CFAN 1501 fulfills the TECHNOLOGY AND SOCIETY theme of the Council on Liberal Education. Along with readings, CFAN 1501 requires: 1) internet-based learning activities, 2) a personal biotechnology journal, and 3) a public perception survey on biotechnology. CFAN is organized into four blocks. The course begins with a brief overview/introduction to genetic engineering technology, followed by the biotechnology of plants (including genetically modified foods and crops), biotechnology of microbes (including bioremediation, biocontrol, and food microbiology), and the biotechnology of animals and medicine (including biopharmaceuticals, genetic screening, genome sequencing, animal cloning, bioterrorism, and genetic therapy).
Style: 65% Lecture, 10% Discussion, 15% Small Group Activities, 5% Demonstration, 5% Guest Speakers.
Grading: 40% mid exam, 20% final exam, 15% special projects, 5% quizzes, 20% journal. There are generally three exams during the semester and each is worth 20%.
Exam Format: Exams are generally 25% multiple choice; 25% matching; 25% short answer; 25% essay question.

CFAN 2201 Secure & Succeed in Internships
A-F only, 2 credit(s);
Instructor: Fredrickson, Heather Nagle
Description: How serious are you about a summer internship? Career and Internship Services is offering a NEW career course just for you. Students who REALLY want an internship or equivalent experience that are Junior status or below
should enroll in CFAN 2201. This is a 2 credit class that will help students explore and understand a variety of industries and careers and internships available to a variety of majors. In addition to in-class learning, you will also complete a required summer internship (or experiential learning equivalent) to compliment your learning experience and to complete the course. The first phase of the course includes self-assessment, search strategies and resources, resume/cover letter refinement, interviewing, networking methods, and career and employer research. At the end of the semester, as students identify their internship site, they are assisted with goal setting, developing a contract on GoldPASS, and coached on workplace etiquette. During the internship, students complete a series of quick weekly poll questions, 3 on-line assignments to encourage reflection on goals and learning including updating their resume with the summer experience and preparing an interview explaining the skills they learned over the summer. This is a perfect way to set yourself apart and prepare yourself for success after graduation, with individual support from a career coach.

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

**CFAN 3000 Directed Studies in International Agriculture**
A-F only, 2-4 credit(s), max credits 8, 3 completions allowed;
Instructor: STAFF
**Description:** Student may contact the instructor or department for information.

**CFAN 3001 Pests and Crop Protection**
A-F only, 3 credit(s);
Instructor: Steffenson,Brian Joel
**Description:** Student may contact the instructor or department for information.

**CFAN 3096 Making the Most of your Internship**
A-F only, 1 credit(s);
Instructor: Perman,Heidi J
**Description:** Student may contact the instructor or department for information.

**CFAN 3201 Career and Internship Preparation**
A-F only, 1 credit(s);
Instructor: Kubak,Maggie
**Description:** Want to get ahead of the competition when searching for jobs and internships? This 1 credit course is ideal for undergraduate and graduate students in any major seeking internships and/or full time work. It is recommended that you have 45+ credits before registering for this course. This half-semester course covers topics that will prepare you for your job/internship search including skills assessment, resume writing, interviewing, job searching and salary negotiation.
**Style:** 65% Lecture, 10% Discussion. Class Activities
**Grading:** 25% reports/papers, 50% special projects, 10% class participation, 15% other evaluation. inventories & class activities

**CFAN 3201 Career and Internship Preparation**
A-F only, 1 credit(s);
Instructor: Newberg,Sara Nagel
**Description:** Want to be sure your ready to put your best foot forward when searching for jobs and internships? This 1 credit course is ideal for students in any major seeking internships and/or full time work. This course covers topics that will prepare you for your job/internship search including communicating your skills, resume writing, interviewing, job searching and salary negotiation.
**Style:** 50% Lecture, 10% Discussion, 30% Small Group Activities, 10% Guest Speakers. Class Activities
**Grading:** 25% reports/papers, 50% special projects, 10% class participation, 15% other evaluation. inventories & class activities

**CFAN 3201 Career and Internship Preparation**
A-F only, 1 credit(s);
Instructor: Hanson,Matthew R
**Description:** This class is ideal for undergraduate students who are confident they're in the right major and want to begin seeking jobs and internships related to their career goals. Career and Internship Preparation will walk you through the internship or job search process step by step to help you feel more confident in your ability to secure positions in your industry area. Through in-class presentations and activities, you will identify your top skills/strengths and learn how to market these qualities through cover letters, resumes, portfolios and job interviews. Additionally, you will learn the best resources and strategies for finding job openings in your field. Students will also have several opportunities to get advice and insight from industry professionals. Note: If you are still uncertain about your career plans or questioning your major, CFAN 1201, Discovering Majors and Careers, may be a more appropriate course.
**Style:** 20% Lecture, 30% Discussion, 30% Small Group Activities, 20% Demonstration.
**Grading:** 25% reports/papers, 50% special projects, 10% class participation, 15% other evaluation. Inventories and Class
CFAN 3201 Career and Internship Preparation
A-F only, 1 credit(s);
Instructor: Giefer, Christine M
Description: This course is designed to introduce students to the career development journey. By taking a proactive approach to identifying and achieving their career goals, students will gain confidence in the job-search world and be able to position themselves to succeed. This course will focus on: - Self-assessment - Skills, values and goal setting - Job searching techniques - Resume writing, cover letters, portfolios and other job-search tools - Networking - Interviewing - Professionalism

CFAN 4801H Honors Thesis
A-F only, 3 credit(s);
Instructor: O'Brien, Timothy David
Description: Student may contact the instructor or department for information.

CFAN 4801H Honors Thesis
A-F only, 3 credit(s);
Instructor: Lamb, John A
Description: Student may contact the instructor or department for information.

CFAN 4801H Honors Thesis
A-F only, 3 credit(s);
Instructor: Kurzer PhD, Mindy Susan
Description: Student may contact the instructor or department for information.

CFAN 4801H Honors Thesis
A-F only, 3 credit(s);
Instructor: Hall, Kelly
Description: Student may contact the instructor or department for information.

CFAN 4801H Honors Thesis
A-F only, 3 credit(s);
Instructor: Perry, Jim A
Description: Student may contact the instructor or department for information.

CFAN 4801H Honors Thesis
A-F only, 3 credit(s);
Instructor: Vickers, Zata M
Description: Student may contact the instructor or department for information.

CFAN 5201 Career and Job Search Preparation for Graduate Students
S-N only, 1 credit(s);
Instructor: Okstad, Brian Clay
Description: This class is ideal for graduate students, from any area of study, interested in non-academic careers. Preparation is the focus of this class; though it will be useful to any graduate student, it will be most valuable if taken before students' last semester. Career and Job Search Preparation for Graduate Students will help you identify your top skills/strengths and learn how to market these qualities through cover letters, resumes, curriculum vitae (CV) and job interviews. Through this course you will also learn how to research employers to determine their fit for your unique skills and personality. You will also learn how to network effectively in your industry to identify job openings and to negotiate once you have received a job offer. Note: Course meets 11 times over 15 weeks.
CLA 1002 CLA First-Year Experience II: Composing Your Worlds
S-N only, 1 credit(s); CLA Credit will not be granted if credit has been received for: CLA 1002H;
Instructor: Spangle, Paul J
Description: Student may contact the instructor or department for information.

CLA 1002H Honors CLA First-Year Experience II: Composing Your Worlds
S-N only, 1 credit(s); CLA, honors Credit will not be granted if credit has been received for: CLA 1002;
Instructor: Brandt, Carl
Description: Student may contact the instructor or department for information.

CLA 2005 Introduction to Liberal Education and Responsible Citizenship
A-F only, 3 credit(s);
Instructor: Williams, Andrew L
Description: Despite the fact that we live in an age of science, technology, globalization, and unprecedented economic affluence, widening poverty, hunger, homelessness and other forms of human displacement, violence, environmental degradation, and diseases such as AIDS continue to ravage millions around the globe. These challenges push many of us to reflect on our responsibility to address social inequality and human suffering. Do individuals have a social and/or ethical responsibility to help others who are less fortunate and/or in distress? Do public universities such as the University of Minnesota have an obligation to help address social problems in the state of Minnesota and beyond? If so, how does an individual or institution respond to these challenges in a manner that is thoughtful, ethical, and effective? If not, what might be the social, economic, and psychological costs of modern inequalities not being addressed in a meaningful and durable fashion? This course is designed to provide students a space and process to consider what can and should be done to bring a reasonable opportunity for survival within the grasp of the deprived masses in our affluent world. The current array of national and global social problems also raises important and complex questions about the fundamental social, political, and economic rights of citizens. For example, if possible, should we establish and enforce a set of universal human rights that apply across national boundaries? Should every person have the right to health care, housing, clean water, and education? These are among the important academic, ethical, and policy questions that will be addressed in this interdisciplinary course which critically examines the complex relationships between a range of important social, economic, and political issues impacting the world, our nation, and the Twin Cities. Community engagement and service learning are central dimensions of this class. More specifically, all students will complete a minimum of 20 hours of service learning work in a setting approved by the instructor and the Community Service Learning Center. The service learning component of the course allows participants to explore classroom concepts in the real world while developing valuable leadership, intercultural, and other professional competencies. Service learning is a way to move toward critical thinking, self-directed experiential learning, and testing theory in action. Through firsthand community engagement experiences, students will critically interrogate how we interpret the social realities we enter through service, how these meanings are talked about, and how they are negotiated among people who have unequal power relationships. The work and experience of the course will help students to develop a critical understanding of the limits and possibilities of service learning, charity, development, and social justice approaches to addressing social problems.
Style: 33% Lecture, 66% Discussion. Students will complete a minimum of 20 hours of service learning outside of the regular class meeting times.

College of Science and Engineering
106 Lind Hall

CSE 1 Fundamentals of Engineering Review (E.I.T. Refresher)
S-N only, 0 credit(s);
Instructor: Nordell, Daniel Edwin
Description: This course is a review of engineering fundamentals required to pass the National Council of Engineering Examiners Fundamentals of Engineering examination. It is designed to aid in preparation for the FE examination by presenting an organized review of material ordinarily contained in a college engineering curriculum. Primary emphasis will be on problem solving with orientation as close as possible to the type of questions contained in the exam. Prerequisite: Engineering or equivalent degree or candidate for degree
Style: 75% Lecture, 25% Discussion.
Grading: 100% successful completion of the FE exam

CSE 1101 Environmental Issues and Solutions
4 credit(s); Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Hondzo, Miki
Description: This course will address the behavior of natural systems, human impact on the environment, how we are trying to meet the challenges of supplying the population with water, energy, food etc. while trying to minimize negative impacts. This class meets two liberal education requirements (Physical Science with Lab Core and Environment Theme). The Physical Science with Lab Core is satisfied through analysis of environmental issues, such as pollution, limited
resources, and population growth. The hands-on laboratory component reinforces the lecture and requires hypothesis testing, setting up experiments, making physical, chemical and biological measurements, analyzing and interpreting the data, graphing results, and writing laboratory reports. An emphasis on how sustainable solutions to our environmental problems must not only be based on sound science, but also be consistent with our values and ethics. These topics are used to satisfy the Environmental Theme. Part of being a citizen of our world is understanding how human activities (ranging from daily individual to societal choices) impact the environment and the species (including humans) that depend on environmental resources for survival. Minimizing our impacts also requires an understanding of the drivers of environmental processes. Liberal educations requirements such as CSE 1101 are designed to provide such knowledge to make students engaged public citizens.

CSE 1411 Exploring Careers in Science and Engineering  
A-F only, 1 credit(s), max credits 2;  
Instructor: Duffy,Amanda Jo  
Description: Student may contact the instructor or department for information.

CSE 1413 Preparing for Careers in Science and Engineering  
1 credit(s);  
Instructor: Duffy,Amanda Jo  
Description: Student may contact the instructor or department for information.

Communication Studies  
225 Ford Hall

Comm 1101 Introduction to Public Speaking  
3 credit(s);Credit will not be granted if credit has been received for: WRIT 1223;Meets CLE req of Civic Life and Ethics  
Instructor: Behme,Timothy Donald  
Description: Comm 1101 Introduction to Public Speaking is designed to increase students’ abilities to compose and present non-trivial speeches as well as decrease their anxiety while doing so. The course also increases students’ abilities to critique public discourse specifically and insightfully. As such, students create and deliver at least three major graded speeches, receiving both guided instruction and public-speaking practice along the way. Students also critique speeches given by themselves, their peers, and public figures. Students are tested on their knowledge of relevant concepts and theories, yet the majority of the course grade is based upon their performance on assignments related to speech preparation, presentation, and evaluation. Students may contact the instructors listed for particular sections of Comm 1101 for more specific information about those particular sections.

Comm 1101 Introduction to Public Speaking  
3 credit(s);Credit will not be granted if credit has been received for: WRIT 1223;Meets CLE req of Civic Life and Ethics  
Instructor: Thomas,Milt  
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking  
3 credit(s);Credit will not be granted if credit has been received for: WRIT 1223;Meets CLE req of Civic Life and Ethics  
Instructor: Jurisz,Rebecca Ann  
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking  
3 credit(s);Credit will not be granted if credit has been received for: WRIT 1223;Meets CLE req of Civic Life and Ethics  
Instructor: Porter II,Louis  
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking  
3 credit(s);Credit will not be granted if credit has been received for: WRIT 1223;Meets CLE req of Civic Life and Ethics  
Instructor: Odash,Diane L  
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Baxter, Michael Judson
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Kunde, Meg H.
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Short, Eric J
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Page, Allison C
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Bergh, Justin Lars
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Rapp, Alison G
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Frank, Jay Alexander
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Janati, Jody
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Hansen, Wes
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Cho, Min Kyong
Description: Student may contact the instructor or department for information.
Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Wight, Julie
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Anderson, Sky LaRell
Description: Student may contact the instructor or department for information.

Comm 1101 Introduction to Public Speaking
3 credit(s); Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Yerke, Corrina A
Description: Student may contact the instructor or department for information.

Comm 1101H Honors: Introduction to Public Speaking
A-F only, 3 credit(s); Honors Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Nordin, John P
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Rose, Jeremy H
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Thomas, Milt
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Cormany, Diane Laura
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Hoffmann, Melody L
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Patia, Kaitlyn G
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Nordin, John P
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Prasch, Allison
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Stevens, Shannon Victoria
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Hiland, Alexander Scott
Description: Student may contact the instructor or department for information.

Comm 1313W Analysis of Argument
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Calder, Simon Richard
Description: Student may contact the instructor or department for information.

Comm 1901 Freshman Seminar: Environmental Communication & Performance
3 credit(s); Meets CLE req of Environment
Instructor: Pedelty, Mark Holmes
Description: Do people care more about Kardashians than climate change? If so, why? What stories are told about the environment? Who tells them, why, and for whom? These are just a few of the questions explored in Environmental Communication and Performance. Drawing on materials from the academic discipline and profession of environmental communication, we will read about, discuss, and debate important problems like water quality, biodiversity, and climate communication. A wide range of media will be explored, including news, science, and environmental education as well as film, music, and advertising. From oil company ads to environmental protests, environmental narratives abound, stories designed to inform as well as to persuade. The main seminar goals are to learn how to read environmental messages critically while becoming more effective environmental communicators. That requires practice, effort, and application. Therefore, in addition to typical seminar activities—reading, research, and writing—students will rehearse a ranger talk in class and perform it in public.
Style: 20% Lecture, 10% Film/Video, 20% Discussion, 30% Small Group Activities, 10% Student Presentation, 5% Field Trips, 5% Guest Speakers. The small group activities include performance-based activities, including role playing real cases in environmental communication and working on a five-minute, public ranger talk with other students in the class.
Grading: 10% final exam, 35% reports/papers, 25% quizzes, 20% in-class presentation, 10% class participation.
Exam Format: multiple choice (same as the quizzes)

Comm 3110 Topics in Speech-Communication
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Helwich, David A
Description: Student may contact the instructor or department for information.

Comm 3190H Honors Course: Research Seminar in Communication
A-F only, 3 credit(s), max credits 6;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Comm 3201 Introduction to Electronic Media Production
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Cole, Erin Louise Dempsey
Description: Student may contact the instructor or department for information.

Comm 3201 Introduction to Electronic Media Production
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Hassoun, Daniel Joseph
Comm 3201 Introduction to Electronic Media Production
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Neuman-Scott, Mark A
Description: The course goal is to enhance your understanding of television and film as a communications medium, which is unique in its potential to influence the presentation of ideas. You will be responsible for three video production projects. The productions are designed to help you develop a critical attitude toward both producing and consuming visual media content. The video productions are hands-on in a multi-camera studio. In this class you will be expected to learn: 1) The fundamental techniques of in-studio live-on-tape (l-o-t) video production 2) To write and produce as a part of a video production team 3) The communicative aspects of visual and sound aesthetics 4) To write competent critical analyses of visual media

Comm 3202 Audio Production and Media Literacy
3 credit(s);
Instructor: Gregg, Peter Benjamin
Description: This course will explore the impact and role of sound design across media, particularly with respect to how those elements construct versions of reality, interpellate, and persuade, building on the prerequisite course COMM 3201. Students are expected to have a basic understanding of cinematic/televisual grammar as they pertain to sound and image. This class will also focus on learning to be critical listeners and attentive consumers of media soundtracks, both in terms of diegetic and non-diegetic audio; in other words, this class is an attempt to develop critical media literacy with respect to sound. Part of a media literacy approach to sound and audio includes equipping students with the tools needed to understand the production, distribution, and consumption of media, followed by attempts to demystify production techniques is a part of those processes through an exploration of how audio is designed and manipulated. In terms of distribution, the class includes and emphasis on the medium proper and how control of the medium affects the text, and how a particular choice of medium (podcast, film soundtrack, diegetic television track) affects audio choices (and vice versa). In terms of consumption, the class will focus on how audiences can and do use audio information, and ways that producers may be attentive to (or inattentive to) those decoding approaches. The goals of this class are to: 1. Learn basic audio production and sound design techniques and technology 2. Apply those techniques to student created productions 3. Understand the terminology used to production and aesthetic criticism and apply that understanding to critique sound design. 4. Elaborate how the process of audio production, distribution, and consumption are products of and producers of value systems
Style: 35% Lecture, 30% Discussion, 35% Studio.
Grading: 15% reports/papers, 45% special projects, 30% quizzes, 10% class participation.

Comm 3204 Advanced Electronic Media Production
A-F only, 4 credit(s);
Instructor: Gregg, Peter Benjamin
Description: This course is designed to provide students with experience in live-on-tape and single camera video production, including post production on video editing workstations, shooting and lighting on locations, and sound recording. The course emphasis is on field production. Students will work in groups on two major projects: the opening pilot of a television show and a client-based public service announcement. Students will apply the aesthetic and critical knowledge they acquired in Comm 3201, and learning further techniques, technologies, and theories. This course requires extensive out-of-class work. Comm 3201 is a required prerequisite.
Style: 33% Lecture, 33% Discussion, 34% Laboratory.
Grading: 15% reports/papers, 60% special projects, 10% class participation, 15% laboratory evaluation.

Comm 3204 Advanced Electronic Media Production
A-F only, 4 credit(s);
Instructor: Neuman-Scott, Mark A
Description: This course is designed to provide students with experience in single camera video production, including post production on video editing workstations, shooting and lighting on locations, and sound recording. The course emphasis is on field production. Students will work in groups on two major projects. Students will apply the aesthetic and critical knowledge they acquired in Comm 3201, and learning further techniques, technologies, and theories. This course requires extensive out-of-class work. Comm 3201 is a required prerequisite.
Style: 33% Lecture, 33% Discussion, 34% Laboratory.
Grading: 10% reports/papers, 60% special projects, 5% class participation, 25% laboratory evaluation.
Comm 3211 Introduction to U.S. Electronic Media
3 credit(s);
Instructor: Squires,Catherine R
Description: Student may contact the instructor or department for information.

Comm 3231 Reality TV: History, Culture, and Economics
3 credit(s);
Instructor: Ouellette,Laurie Jean
Description: Student may contact the instructor or department for information.

Comm 3263W Media Literacy: Decoding Media Images and Messages
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Elias,Liora P.
Description: Student may contact the instructor or department for information.

Comm 3263W Media Literacy: Decoding Media Images and Messages
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Schowalter,Dana M
Description: Student may contact the instructor or department for information.

Comm 3263W Media Literacy: Decoding Media Images and Messages
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Zimmerman,Heidi M
Description: Student may contact the instructor or department for information.

Comm 3263W Media Literacy: Decoding Media Images and Messages
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Weise,Lars
Description: Student may contact the instructor or department for information.

Comm 3401 Introduction to Communication Theory
3 credit(s);
Instructor: Hewes,Dean E
Description: COMM 3401 is an introduction to the scientific study of communication. Topics covered include the goals and structure of social scientific theory and various approaches to communication theory including the behavioral, cognitive, evolutionary, cybernetic and socio-cultural. Examples of each approach are discussed drawn from interpersonal, mass, and intercultural communication. This is usually a large class necessitating lectures and discussion. Group projects, midterm and final exams form the basis of the final grades.
Style: 80% Lecture, 20% Discussion.

Comm 3401 Introduction to Communication Theory
3 credit(s);
Instructor: Isaacs,Alyssa Marie
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. Social scientific theory in communication. Communication history. Logic of scientific/communication theories in interpersonal, small group, organizational, intercultural, and electronically mediated communication.
Style: 100% Web Based.
Grading: See attached syllabus

Comm 3402 Introduction to Interpersonal Communication
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Comm 3409 Nonverbal Communication
3 credit(s);Meets CLE req of Social Sciences
Instructor: Jones,Susanne Margareth
Description: The world of nonverbal communication! We are communicating nonverbally all the time, whether we want to or not. Right now, as you're reading these words, you're communicating nonverbally through your posture, your facial
This course is designed to acquaint you with the pragmatics of nonverbal communication. Specifically, you will learn more about the importance, function, and meaning of nonverbal communication in the interpersonal communication process. In the first half of the course we will examine the structure of nonverbal communication by investigating several nonverbal codes, such as touch (haptics), personal distance (proxemics), and gestures (kinesics). In the second half of the course we will explore how these nonverbal codes work together to fulfill important communicative functions (e.g., deception, courtship, influencing) in various relational contexts (e.g., friendships, close relationships). In order to achieve these objectives I use various teaching tools, such as lectures, movies, in-class discussions, in-class exercises, assignments, research papers, and exams.

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

**Grading:** 16% mid exam, 12% final exam, 50% reports/papers, 10% quizzes. 12% for second exam

**Exam Format:** multiple choice

---

**Comm 3411 Introduction to Small Group Communication**

3 credit(s);

**Instructor:** Larsen, Nan Gesche

**Description:** In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts, and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.

**Comm 3411 Introduction to Small Group Communication**

3 credit(s);

**Instructor:** Grayden, Elizabeth D

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

**Comm 3411 Introduction to Small Group Communication**

3 credit(s);

**Instructor:** Shada, Andrea

**Description:** In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts, and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.

**Comm 3411 Introduction to Small Group Communication**

3 credit(s);

**Instructor:** Zhu, Min

**Description:** In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts, and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.

**Comm 3422 Interviewing and Communication**

A-F only, 3 credit(s);

**Instructor:** Odash, Diane L

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

**Comm 3422 Interviewing and Communication**

A-F only, 3 credit(s);

**Instructor:** Shada, Andrea
Comm 3431 Persuasion Theories
3 credit(s);
Instructor: STAFF
Description: This course is designed to familiarize you with the complex and dynamic phenomenon of persuasion as a form of human communication. There are three basic objectives for the course: 1) To be able to understand the concept of persuasion from a theoretical perspective, and be familiar with the research findings on the persuasion process. 2) To demonstrate understanding of the process of persuasion in a variety of communication contexts, through oral and written exercises. 3) To be a critical consumer of persuasive messages.
Style: 80% Lecture, 20% Discussion.
Grading: 12% mid exam, 12% final exam, 25% reports/papers, 12% special projects, 25% quizzes, 12% class participation.
Exam Format: Mixture of multiple choice and short answer/definition questions

Comm 3451W Intercultural Communication: Theory and Practice
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Arcy, Jacquelyn H
Description: Student may contact the instructor or department for information.

Comm 3452W Communication and the Intercultural Reentry
3 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Comm 3601 Introduction to Rhetorical Theory
3 credit(s);
Instructor: Walzer, Arthur Eugene
Description: Comm 3601 studies rhetoric from a philosophical point of view. It seems impossible to think about rhetoric without raising some fundamental questions, such as ?What is the relationship between language and reality or, at least, between language and our knowledge of reality?? ?What ethical obligations should we assume when we attempt to persuade someone?? Throughout history, philosophers and rhetoricians have debated these matters. To study the history and theory of rhetoric is, then, to study metaphysics and moral philosophy with regard to language. From Ancient Athens through the Renaissance (a period of roughly 2200 years), rhetoric was the central discipline, the organizing subject, in schools throughout Europe. No subject before or since has occupied such an important place in the curriculum. Rhetoric was not taught (as it often is today) as a skill only?as teaching someone how to deliver a speech or write a paper. The question at the center of the rhetoric course was, ?What does one need to know and be able to do to persuade someone in our culture?? Therefore, according to Cicero, the orator needed comprehensive knowledge of the culture in order to be an effective speaker. The main goal of this comprehensive rhetoric course was to prepare citizens for involvement in politics. Speaking effectively is obviously an essential skill to being a political leader. To study the history of rhetoric is, therefore, to study the history of democracy or at least (since democracy has not always flourished in Europe), the history of citizen involvement in politics and the courts. Throughout this course, we will study the political role that rhetoric played?from its crucial contribution to the birth of democracy in Athens in the fifth century BCE; during the Roman Republic of Cicero?s time, which became a model for our founding fathers; in Renaissance Italy, when Machiavelli taught that what is persuasive often conflicts with the true and the good; and into the twenty-first century America.
Style: 80% Lecture, 20% Discussion.
Grading: 25% reports/papers, 60% quizzes, 15% attendance.
Exam Format: Quizzes are 50% essay, 50% objective.

Comm 3605W Persuasive Speaking and Speech Writing
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Tucker, David P
Description: Student may contact the instructor or department for information.

Comm 3625 Communication Ethics
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Comm 3631 Freedom of Speech
3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: STAFF
Comm 3635W Famous Speeches
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Campbell, Karlyn Kohrs
Description: Student may contact the instructor or department for information.

Comm 3645W How Pictures Persuade
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Hill, Annie
Description: Visual rhetoric is a form of argumentation. Daily we encounter visual rhetoric that attempts to persuade us to think about this problem, to purchase that product, to travel to this destination, and to accept that truth. In 3645W, we explore how pictures persuade by examining commercials, fashion editorials, political cartoons and campaign posters, graphic novels, and war photography. As a student in this course, you will analyze visual arguments through workshops and discussions. You will select examples of visual rhetoric to interpret, first in class and then in formal essays. And you will have the opportunity to create persuasive pictures of your own. By studying visual rhetoric, you will join a very exciting field of study and advance yourself as a writer, researcher, and rhetor. Remember: 3645W is writing intensive! Although the course focuses on visually based arguments, all students are required to read many books and articles and to show a significant commitment to developing their writing skills throughout the semester.

Comm 3681W Rhetorical Fictions and 20th Century Conflicts
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Walzer, Arthur Eugene
Description: In COMM 3681W students will read important 20th-century novels and non-fiction works that focus on the impact of Europe and North America on Africa, Asia, and the Middle East. The course fulfills the global perspectives requirement and the literature core requirement in the University’s Liberal Education Curriculum. It is also a designated Writing Intensive course. Recent history has been dominated by interventions by Europeans and North Americans on other parts of the world. Americans understand the motives for, and meaning of, this involvement differently from the way it is perceived by the native peoples of Africa, Vietnam, and in the Middle East. One goal of this course is to compare these different perspectives. For example, students will compare novels written by an English novelist (Joseph Conrad) and an African novelist (Chinua Achebe) by focusing on their different portrayals of Africa, Africans, and the Westerners who arrived to help and to exploit. A second goal of the course is to help you appreciate the persuasive power of literature. The course will focus particularly on how novels influence readers? perceptions of cultures and political events. It will explore how novels use uniquely artistic resources to influence readers by comparing the way literature works to the way more overtly rhetorical works persuade. Finally, the course will consider the ways that visual presentations influence audiences by examining a graphic novel and a documentary and fictional films.
Style: 35% Lecture, 5% Film/Video, 60% Discussion.
Grading: 45% reports/papers, 33% quizzes, 22% class participation. Attendance is a major factor in determining participation grade.
Exam Format: Quizzes are 50% essay; 50% short answer.

Comm 3970 Directed Study
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Greene, Ronald Walter
Description: Student may contact the instructor or department for information.

Comm 3990 Research Practicum
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Jones, Susanne Margarethe
Description:
Grading: Students will be graded for the extent to which they have fulfilled project assignments to the principal investigator's satisfaction

Comm 4263 Feminist Media Studies
A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Vavrus, Mary D
Description: Student may contact the instructor or department for information.

Comm 4404 Language Borderlands
3 credit(s);
Instructor: Sheldon PhD, Amy
Description: It is estimated that half of the people in world speak more than one language. What is the quality and texture
of a life like when lived in more than one language? How does language contribute to our sense of identity and sense of community? We will read essays and books by and about people who are polylingual or bidialectal. Some had to learn English because their families fled their homeland. Some are American born. One writer chose to immerse herself in another language after her father’s death. Each writer struggles to fit into two or more worlds of language and hence culture. Each searches for self-unification and meaning in multiple worlds. Their languages or dialects have been a source of self-exploration, self-disruption, and self-reintegration. We will explore the gifts and heartaches of living within and across other languages or dialects, Whether monolingual or polylingual, we will learn about own linguistic histories, and the multilingual world we live in. We will also consider linguistic multiplicity in the U.S. and the world. We will become more aware of the language ideologies that shape our thinking as an individual and as a nation.
culture. Each searches for self-unification and meaning in multiple worlds. Their languages or dialects have been a source of self-exploration, self-disruption, and self-reintegration. We will explore the gifts and heartaches of living within and across other languages or dialects. Whether monolingual or polylingual, we will learn about own linguistic histories, and the multilingual world we live in. We will also consider linguistic multiplicity in the U.S. and the world. We will become more aware of the language ideologies that shape our thinking as an individual and as a nation.

Comm 5421 Quantitative Methods in Communication Research
A-F only, 3 credit(s);
Instructor: Jones, Susanne Margarethe
Description: This course will introduce you to and advance your knowledge of empirical scientific research methods, specifically in communication, but also life in general! The term empirical refers to everything we can perceive with our human senses. That excludes communicating with aliens, ghosts, or other weird creatures. The term scientific means nothing more than the systematic process of generating knowledge. That excludes pseudo or junk science (e.g., students who eat cheese curds are Packers fans). We will work towards helping you hone your skills as a naive scientist (after all, we ARE born with the why gene). Using the principles of scientific inquiry, you will learn how to ask questions about, and collect and make sense of data relevant to interpersonal communication, media studies, and cultural studies. You will also be able to apply these principles to life, in general. By the end of the course you should be able to a) understand the philosophical assumptions of empirical scientific research and its relevance to everyday life; b) understand what kinds of research questions can and cannot be answered using scientific methods and procedures; c) examine critically empirical research results using sound scientific research principles; d) formulate, test, and interpret your own sound scientific research project with quantifiable data, e) understand the importance of inferential statistics in daily life; f) calculate simple statistical tests and use Excel effectively to enter, test, and interpret data; and lastly, g) wonder why you were so afraid of this whole stats biz.
Style: 70% Lecture, 10% Discussion, 20% Laboratory.
Grading: 15% mid exam, 15% final exam, 50% reports/papers, 15% written homework, 5% attendance.

Comm 5431 The Process of Persuasion
3 credit(s);
Instructor: Koerner, Ascan Felix
Description: This course covers theory and practice of public persuasion campaigns. The theoretical part includes a review of relevant literature in audience analysis, persuasion theories, and message design. The practical part involves the design and implementation of a public persuasion campaign. For the Spring 06 semester, this campaign will be the Bihar project, which entails two campaigns. One is a public health campaign advocating behaviors to avoid black fever in Bihar, India, the other is a local fund raising campaign to finance the Bihar project. The emphasis in this course is on translating sound theoretical knowledge into an effective campaign and on combining learning with effecting positive change in the world.
Style: 30% Lecture, 20% Discussion. Filed work
Grading: 20% mid exam, 20% final exam, 60% other evaluation. project work

Comm 5441 Communication in Human Organizations
3 credit(s);
Instructor: Staff
Description: Student may contact the instructor or department for information.

Comm 5441 Communication in Human Organizations
3 credit(s);
Instructor: Jacobi, Laura Jean
Description: This fully online section is offered though Online and Distance Learning (ODL), College of the Continuing Education. It may be taken for either undergraduate or graduate credit. (Graduate students are advised to register for A-F grading.) Visit "Class URL" for ODL policies, including fee and financial aid information. This course helps students understand the distinct nature of human communication in organizations. Students will learn to recognize the key factors that influence individuals and apply theories of organizational communication. After identifying and using established methods to diagnose issues and problems related to communication, students will develop their own strategies for discovering and explaining organizational and individual interactions.
Style: 100% Web Based.
Grading: See attached syllabus

Comm 5451W Intercultural Communication Processes
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Hayes, Heather Ashley
Description: Student may contact the instructor or department for information.
Comm 5615W Introduction to Rhetorical Criticism
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Campbell, Karlyn Kohrs
Description: Student may contact the instructor or department for information.

Comm 8210 Seminar: Selected Topics in U.S. Electronic Media
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Ouellette, Laurie Jean
Description: Student may contact the instructor or department for information.

Comm 8210 Seminar: Selected Topics in U.S. Electronic Media
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Squires, Catherine R
Description: This 8210 special topics course is an audience studies seminar. In the class, we will: (1) consider what an “audience” is, and how media researchers have historically understood and examined the audience(s); (2) read some “best of” studies of audiences from a range of media; and (3) work with a methods book. Each student will then design and pilot an audience study of her/his choice using a method or combination of methods of choice. So, for example, you could pilot an individual interview, or a focus group, or an online survey. We will use a methods textbook and articles that will be available via Moodle and/or a course pack.

Comm 8211 Critical Communication Studies: History, Theory, Method
3 credit(s);
Instructor: Rodman, Gilbert B.
Description: Student may contact the instructor or department for information.

Comm 8402 Seminar: Interpersonal Communication
3 credit(s);
Instructor: Koerner, Ascan Felix
Description: This course is designed for advanced graduate students in areas of family, communication, interpersonal relationships, and allied fields interested in current family communication research, methods, and theories. The emphasis will be on research associating communication processes in families with relationship outcomes, family member well-being, and child adjustment. The course will be taught as a seminar with students involved in the review and discussion of readings covering prominent family communication theories. Methods used to study communication in families will also be reviewed, discussed, and practiced. Methods covered will include study design using self-reports, observation, and laboratory settings and the quantitative analysis of data. Upon completion of this course, a student should have: A basic knowledge of current research on the association between family communication and family member well-being. The ability to identify and utilize family communication theories appropriate to one's research question. The ability to identify and utilize family communication methods appropriate to one's research question.
Style: 15% Lecture, 40% Discussion, 15% Small Group Activities, 20% Student Presentation, 10% Demonstration.
Grading: 30% reports/papers, 10% attendance, 30% in-class presentation, 30% class participation.

Comm 8611 Seminar: Rhetoric
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Hill, Annie
Description: Feminist Theory This graduate seminar acquaints students with key concepts and debates in feminist theory, emphasizing specific histories of nation, race, and class, rather than examining gender in isolation. For the course, students will be asked to draw upon their own disciplinary and interdisciplinary expertise and interests to analyze how feminist theory delimits the study of women as well as how it can be advanced to create social change. Topics will include, but are not limited to, the existential nature of Woman; the politics of housework, sex work, and gendered divisions of labor; biopower; liberalism and the social contract; historical materialism; and the sex, gender, sexuality matrix. To introduce the diversity of feminist projects, course readings will reflect a range of methodologies, theoretical perspectives, and rhetorical styles. These readings, while wide-ranging, resonate with one another on crucial feminist questions and track feminist theory from the twentieth century to the present. Students will be encouraged to play an active role in generating productive sites of inquiry and interrogation.

Comparative Literature 235 Nicholson Hall

CL 5555 Introduction to Semiotics
3 credit(s); Credit will not be granted if credit has been received for: CSCL 5555;
Instructor: Pepper, Thomas Adam
Description: This course is a rigorous introduction to the thought of the sign during this last century. The emphasis is on
the word "thought", that is to say, on the way in which semiotics, far from being an isolated discipline, is essentially related to all its neighbors, including: anthropology, feminism, linguistics, literature, marxism, philosophy, psychoanalysis. Readings include: Althusser, Austin, Barthes, Borges, Deleuze, Derrida, Eichenbaum, Foucault, Freud, Jakobson, Kristeva, Mitchell and Rose, Lacan, Levinas, Levi-Strauss, Lotman, Peirce, Saussure, Shklovsky, Wimsatt and Beardsley, Winnicott.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 70% reports/papers, 10% in-class presentation, 20% class participation.

**Exam Format:** Paper

---

### CL 5992 Directed Reading in Comparative Literature

**1-3 credit(s), max credits 9, 9 completions allowed;**

**Instructor:** STAFF

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

---

### CL 8002 Basic Seminar in Comparative Literature II

**3 credit(s);**

**Instructor:** Brennan, Timothy Andres

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

---

### CL 8910 Advanced Topics in Comparative Literature: Critical Pedagogy & the New Humanities

**3 credit(s), max credits 24, 8 completions allowed;**

**Instructor:** Brown Jr, Robert L

**Description:** Let's get real: the essays often suck, and we beat ourselves up?asking what we didn't give 'them,' what we mis-said, how our prompts could have been clearer to prevent this heartbreaking mess. Or worse: we fall into those endless, guilty-pleasurable conversations about why our students are so awful and how we really deserve better ones. They are not that bad. Nor are we. And those are the wrong questions. This workshop/seminar identifies the underlying and often occulted structures determining our teaching lives and those of our students. Paulo Freire calls them 'limit conditions.' They were there before we arrived; identify them and we have some measure of agency. We'll work from a few interesting case studies (how and why you can't (or can) teach PERSEPOLIS in post-911 Minnesota, say), and core readings in critical pedagogy to build courses that work and papers that matter (really? as articles or presentations in professional venues). Join us. The more range of disciplines and philosophies of teaching, the better.

**Style:** 50% Discussion, 15% Small Group Activities, 25% Student Presentation, 10% Guest Speakers.

---

### CL 8910 Advanced Topics in Comparative Literature: Adorno

**3 credit(s), max credits 24, 8 completions allowed;**

**Instructor:** Leppert, Richard

**Description:** The seminar is intended as a general introduction to the work of Theodor W. Adorno (1903-69) in particular and the classic phase of Frankfurt School thought more generally. The course focuses sustained attention on a variety of key essays (Adorno's preferred form of address), as well as his most important socio-cultural monographs: Dialectic of Enlightenment (written with Max Horkheimer), and Minima Moralia: Reflections from Damaged Life.

**Style:** 60% Lecture, 10% Film/Video, 30% Discussion. At least two screenings will be scheduled outside of class times.

**Grading:** 80% reports/papers, 20% class participation.

---

### CL 8910 Advanced Topics in Comparative Literature: Gramsci

**3 credit(s), max credits 24, 8 completions allowed;**

**Instructor:** Casarino, Cesare

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

---

**Comparative Studies in Discourse and Society**  
235 Nicholson Hall

### CSDS 5555 Introduction to Semiotics

**3 credit(s); Credit will not be granted if credit has been received for: CSCL 5555;**

**Instructor:** Pepper, Thomas Adam

**Description:** This course is a rigorous introduction to the thought of the sign during this last century. The emphasis is on the word "thought", that is to say, on the way in which semiotics, far from being an isolated discipline, is essentially related to all its neighbors, including: anthropology, feminism, linguistics, literature, marxism, philosophy, psychoanalysis. Readings include: Althusser, Austin, Barthes, Borges, Deleuze, Derrida, Eichenbaum, Foucault, Freud, Jakobson, Kristeva, Mitchell and Rose, Lacan, Levinas, Levi-Strauss, Lotman, Peirce, Saussure, Shklovsky, Wimsatt and Beardsley, Winnicott.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 70% reports/papers, 10% in-class presentation, 20% class participation.

**Exam Format:** Paper
CSDS 5993 Directed Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: STAFF
Description: Directed study - arranged

CSDS 8002 Basic Seminar in Comparative Studies in Discourse and Society II
3 credit(s);
Instructor: Brennan,Timothy Andres
Description: Student may contact the instructor or department for information.

CSDS 8910 Advanced Topics in Comparative Studies in Discourse and Society: Critical Pedagogy & the New Humanities
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Brown Jr,Robert L
Description: Let's get real: the essays often suck, and we beat ourselves up asking what we didn't give 'them,' what we mis-said, how our prompts could have been clearer to prevent this heartbreaking mess. Or worse: we fall into those endless, guilty-pleasurable conversations about why our students are so awful and how we really deserve better ones. They are not that bad. Nor are we. And those are the wrong questions. This workshop/seminar identifies the underlying and often occulted structures determining our teaching lives and those of our students. Paolo Freire calls them 'limit conditions.' They were there before we arrived; identify them and we have some measure of agency.
This workshop/seminar identifies the underlying and often occulted structures determining our teaching lives and those of our students. Paolo Freire calls them 'limit conditions.' They were there before we arrived; identify them and we have some measure of agency. We'll work from a few interesting case studies (how and why you can't (or can) teach PERSEPOLIS in post-911 Minnesota, say), and core readings in critical pedagogy to build courses that work and papers that matter (really? as articles or presentations in professional venues). Join us. The more range of disciplines and philosophies of teaching, the better.
Style: 50% Discussion, 15% Small Group Activities, 25% Student Presentation, 10% Guest Speakers.

CSDS 8910 Advanced Topics in Comparative Studies in Discourse and Society: Adorno
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Leppert,Richard
Description: The seminar is intended as a general introduction to the work of Theodor W. Adorno (1903-69) in particular and the classic phase of Frankfurt School thought more generally. The course focuses sustained attention on a variety of key essays (Adorno's preferred form of address), as well as his most important socio-cultural monographs: Dialectic of Enlightenment (written with Max Horkheimer), and Minima Moralia: Reflections from Damaged Life.
Style: 60% Lecture, 10% Film/Video, 30% Discussion. At least two screenings will be scheduled outside of class times.
Grading: 80% reports/papers, 20% class participation.

CSDS 8910 Advanced Topics in Comparative Studies in Discourse and Society: Gramsci
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Casarino,Cesare
Description: Student may contact the instructor or department for information.

CSDS 8993 Directed Study in Comparative Studies in Discourse and Society
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: Ganguly,Keya
Description: Student may contact the instructor or department for information.

CSDS 8993 Directed Study in Comparative Studies in Discourse and Society
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: Lovejoy,Alice Osborne
Description: Student may contact the instructor or department for information.

Comparative and Molecular Biosciences

CMB 5594 Directed Research in Comparative and Molecular Biosciences
1-4 credit(s), max credits 8, 8 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

CMB 8012 Basic Concepts in Skeletal Biology
A-F only, 2 credit(s);
Instructor: Mansky,Kim
**CMB 8100 Research Rotation in Comparative and Molecular Biosciences**
S-N only, 1 credit(s), max credits 2;  
Instructor: Murtaugh, Michael P  
Description: Student may contact the instructor or department for information.

**CMB 8303 Comparative Models of Disease**
A-F only, 2 credit(s);  
Instructor: Collister, John Peter  
Description: Student may contact the instructor or department for information.

**CMB 8394 Research in Comparative Biomedical Sciences**
1-6 credit(s), max credits 18, 5 completions allowed;  
Instructor: Murtaugh, Michael P  
Description: Student may contact the instructor or department for information.

**CMB 8550 Comparative and Molecular Biosciences Seminar**
S-N only, 1 credit(s), max credits 8, 8 completions allowed;  
Instructor: Rutherford, Mark Stephen  
Description: This is a seminar course in which students will be exposed to graduate student research activities via the oral presentation of scientific data. Students will prepare and present one 25 minute seminar of their work. It is expected to enhance the student’s public speaking skills and to provide experience in the preparation of visuals for scientific presentations. Formal review of presentation effectiveness is provided by the instructor and other students in the class.

**CMB 8560 Research and Literature Reports**
S-N only, 1 credit(s), max credits 8, 8 completions allowed;  
Instructor: Murtaugh, Michael P  
Description: Student may contact the instructor or department for information.

**CSci 1001 Overview of Computer Science**
4 credit(s); Meets CLE req of Mathematical Thinking; meets CLE req of Technology and Society  
Instructor: Barry, Phillip  
Description: CSci 1001 is a broad introduction to the key ideas of computer science. This course is designed to help you understand the foundations and limits of computing and information technology, to help you reason about possible future applications and technological advances, and to help you be informed contributors to the public dialog about technology. This is not a beginning computer skills or programming course, although we will do some computing projects. Instead, it is an overview of many of the areas of computer science including how to automate problem solutions, how to generalize or abstract design and problem solutions, how to organize and use data collections, networks, and 'intelligent' computer systems. The course also covers core ideas behind the Internet, web, desktop software, and personal computers. The course is structured around six major activities: (i) class lectures; (ii) class discussions; (iii) lab sections that provide a chance for hands-in or in-depth exploration of topics covered more generally in lecture; (iv) reading assignments that will form the basis for the lecture and discussion; (v) problem sets; (vi) a book report.  
Style: 40% Lecture, 20% Discussion, 30% Laboratory, 5% Small Group Activities, 5% Guest Speakers.  
Grading: 25% mid exam, 20% final exam, 10% reports/papers, 10% class participation, 20% laboratory evaluation, 15% problem solving.

**CSci 1113 Introduction to C/C++ Programming for Scientists and Engineers**
4 credit(s);  
Instructor: Jensen, Steve  
Description: Student may contact the instructor or department for information.

**CSci 1901 Structure of Computer Programming I**
4 credit(s); Concurrent registration is required (or allowed) in MATH 1271 or equiv or instr consent Credit will not be granted if credit has been received for: CSCI 1901H;
Instructor: Dovolis, Chris John
Description: CSci 1901 is the first required course for Computer Science majors. CSci 1901 is a prerequisite for CSci 1902 and many other CSci courses. Therefore, students planning to major in computer science and non-majors who plan to take other more advanced computer science courses should take CSci 1901 first. CSci 1901 is a challenging course that covers many fundamental programming and software design principles in a practical manner. The following topics are covered: data abstraction, data representations, procedural abstraction, recursion, iteration, lists, tables, intro to object oriented programming and intelligent data. The Scheme programming language is used to implement programs using these concepts. The text for the course is Abelson and Sussman's "Structure and Interpretation of Computer Programs." CSci 1901 is very time consuming, and the pace is quick. Be sure to allot plenty of time for this course. There is a very large programming component to this course. Students may work in pairs on programming assignments.
Style: 70% Lecture, 30% Discussion.
Grading: 30% mid exam, 30% final exam, 40% other evaluation. Programming assignments
Exam Format: Programming

CSci 1902 Structure of Computer Programming II
4 credit(s);
Instructor: Wetzel, Baylor
Description: Student may contact the instructor or department for information.

CSci 2011 Discrete Structures of Computer Science
4 credit(s); MATH 1271 or MATH 1371 or instr consent Credit will not be granted if credit has been received for: CSCI 2011H;
Instructor: Janardan, Ravi
Description: CSci 2011 is a required undergraduate course for both computer science and computer engineering majors, who are expected to take it in their sophomore year. It is required for admission to the CSci major and is a prerequisite for many higher-level CSci classes. The course will cover a range of topics drawn from the following list: propositional and predicate logic, proof methods, sets, functions, and sequences, summation techniques, integer and matrix algorithms, asymptotic analysis and big-Oh notation, recursion and induction, counting methods, recurrences and divide-and-conquer, relations, graphs, and trees. These concepts will be illustrated with suitable applications, wherever possible. It is expected that students who complete this course successfully will be able to use these structures and techniques in analyzing and solving a variety of problems, and will be able to present their analysis/solution in a clear, concise, and accurate manner.
Style: 75% Lecture, 25% Discussion.
Grading: 30% final exam, 40% quizzes, 30% problem solving. Percentages allocated for various components of coursework (assignments, quizzes, final) are approximate and subject to change before the term begins.
Exam Format: Exercises/problems.

CSci 2011H Honors Discrete Structures of Computer Science
A-F only, 4 credit(s); [MATH 1271 or MATH 1371 or MATH 1571H], honors student.Credit will not be granted if credit has been received for: CSCI 2011;
Instructor: Barry, Phillip
Description: Student may contact the instructor or department for information.

CSci 2021 Machine Architecture and Organization
4 credit(s);
Instructor: Nelson, Kyle Leonard
Description: Student may contact the instructor or department for information.

CSci 2033 Elementary Computational Linear Algebra
4 credit(s);
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

CSci 3081W Program Design and Development
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Van Wyk, Eric
Description: Student may contact the instructor or department for information.

CSci 3970 Industrial Student Co-op Assignment
S-N only, 2 credit(s), max credits 4;
Instructor: Dovolis, Chris John
**CSci 4011 Formal Languages and Automata Theory**
4 credit(s);
Instructor: Hopper, Nicholas J
Description: Student may contact the instructor or department for information.

**CSci 4041 Algorithms and Data Structures**
4 credit(s);
Instructor: Mokbel, Mohamed F
Description: Student may contact the instructor or department for information.

**CSci 4061 Introduction to Operating Systems**
4 credit(s);
Instructor: STAFF
Description:

**CSci 4107 Introduction to Computer Graphics Programming**
3 credit(s); 4041 or instr consent; cannot be taken for grad CSci cr
Credit will not be granted if credit has been received for: CSCI 5107;
Instructor: Meyer, Gary W
Description: Student may contact the instructor or department for information.

**CSci 4131 Internet Programming**
3 credit(s); 4061, 4211 recommended, cannot be taken for grad CSci cr
Credit will not be granted if credit has been received for: CSCI 5131;
Instructor: Sturtivant, Carl
Description: JavaScript enhancement of HTML documents; CGI programming in Perl using CGI.pm; Java servlet programming as an alternative to CGI programming in Perl; CGI programming in Perl with database servers via DBI.pm; Socket programming in both Perl and Java: clients, servers and protocols; Perl programming with ftp, telnet, ssh, mail protocols, etcetera.
Style: 100% Lecture.
Grading: 10% mid exam, 35% final exam, 55% other evaluation. Programming assignments
Exam Format: Essay

**CSci 4203 Computer Architecture**
4 credit(s); 2021 or instr consent cr
Credit will not be granted if credit received for: 5201, EE 5361
Credit will not be granted if credit has been received for: EE 4363;
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.

**CSci 4211 Introduction to Computer Networks**
3 credit(s); 4061 or instr consent; basic knowledge of [computer architecture, operating systems] recommended, cannot be taken for grad CSci cr
Credit will not be granted if credit has been received for: CSCI 5211;
Instructor: Raabe, John J
Description: Concepts, principles, protocols, and applications of computer networks. Layered network architectures, data link protocols, local area networks, routing, transport, network programming interfaces, networked applications. Examples from Ethernet, Token Ring, TCP/IP, HTTP, WWW.

**CSci 4511W Introduction to Artificial Intelligence**
4 credit(s); 2011 or instr consent; cannot be taken for grad CSci cr
Credit will not be granted if credit has been received for: CSCI 5511; Meets CLE req of Writing Intensive
Instructor: wetzel, baylor
Description: Introduction to Artificial Intelligence will study the classic AI techniques of problem solving as a search problem, formal logic (propositional and first-order) and planning (the combination of search and logic). We will also give a brief overview of machine learning techniques. 4511W is a writing intensive class. Throughout the course, we will discuss how to analyze problems and compare techniques (including algorithms and data structures). Essays will involve explaining techniques in context and arguing for the use of one technique over another for specific problems.

**CSci 4707 Practice of Database Systems**
3 credit(s); 4041 or instr consent cr
Credit will not be granted if credit has been received for: CSCI 5707;
CSci 4950 Senior Software Project
A-F only, 3 credit(s), max credits 6
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Dovolis, Chris John
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Collins, John
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Karypis, George
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Hopper, Nicholas J
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Jensen, Steve
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Zhang, Zhi-Li
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Barry, Phillip
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Konstan, Joseph Andrew
Description: Student may contact the instructor or department for information.
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Boley, Daniel L
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Papanikolopoulos, Nikolaos P
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Riedl, John T
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Janardan, Ravi
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Saad, Yousef
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Sturtivant, Carl
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Kumar, Vipin
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Tripathi, Anand R
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Du, David Hung-Chang
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Heimdahl, Mats
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Shekhar, Shashi
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Gini, Maria L
Description: Student may contact the instructor or department for information.
CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Schrater, Paul Robert
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Srivastava, Jaideep
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Interrante, Victoria
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Kuang, Rui
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Weissman, Jon B
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: He, Tian
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Nadathur, Gopalan
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Meyer, Gary W
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Van Wyk, Eric
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Terveen, Loren Gilbert
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Kim, Yongdae
Description: Student may contact the instructor or department for information.
CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Zhai, Antonia Bingheng
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Mokbel, Mohamed F
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Banerjee, Arindam
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Myers, Chad Leighton
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Keefe, Daniel F
Description: Student may contact the instructor or department for information.

CSci 4970W Advanced Project Laboratory
3 credit(s), max credits 9, 3 completions allowed; Meets CLE req of Writing Intensive
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.

CSci 4980 Special Topics in Computer Science for Undergraduates: Design and Implementation of Game Engines
A-F only, 3 credit(s), max credits 9, 9 completions allowed;
Instructor: Wetzel, Baylor
Description: Student may contact the instructor or department for information.

CSci 4994H Honors Thesis
A-F only, 1-3 credit(s), max credits 6;
Instructor: Weissman, Jon B
Description: Student may contact the instructor or department for information.

CSci 5103 Operating Systems
3 credit(s);
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 5105 Introduction to Distributed Systems
3 credit(s);
Instructor: Weissman, Jon B
Description: Student may contact the instructor or department for information.

CSci 5109 Visualization
3 credit(s);
Instructor: Interrante, Victoria
This course will cover the fundamental theory and practice of data visualization, with an emphasis on programming visualization applications. Students will learn techniques for generating effective visual representations of 2D and 3D scalar and vector data. Topics will include: volume visualization, vector field visualization, information visualization (including a summary of graphic design techniques for information display), multivariate visualization, uncertainty visualization, visualization of large datasets, visualization in immersive virtual environments, and perceptual issues in effective data representation, including techniques for the successful use of color and texture in visualization, and strategies and methods for evaluating a visualization's effectiveness. Projects will be implemented in C++ using VTK or a similar visualization API.

Style: 90% Lecture, 10% Discussion.
Grading: 20% mid exam, 5% reports/papers, 55% special projects, 20% other evaluation. second midsemester exam

Exam Format: essay, short answer, problem solving

CSci 5125 Collaborative and Social Computing
3 credit(s);
Instructor: Konstan, Joseph Andrew
Description: Student may contact the instructor or department for information.

CSci 5161 Introduction to Compilers
3 credit(s);
Instructor: Nadathur, Gopalan
Description: Student may contact the instructor or department for information.

CSci 5221 Foundations of Advanced Networking
3 credit(s);
Instructor: Zhang, Zhi-Li
Description: Student may contact the instructor or department for information.

CSci 5302 Analysis of Numerical Algorithms
3 credit(s);
Instructor: Boley, Daniel L
Description: Student may contact the instructor or department for information.

CSci 5421 Advanced Algorithms and Data Structures
3 credit(s);
Instructor: Sturtivant, Carl
Description: Student may contact the instructor or department for information.

CSci 5451 Introduction to Parallel Computing: Architectures, Algorithms, and Programming
3 credit(s);
Instructor: Karypis, George
Description: Student may contact the instructor or department for information.

CSci 5461 Functional Genomics, Systems Biology, and Bioinformatics
3 credit(s);
Instructor: Kuang, Rui

CSci 5471 Modern Cryptography
3 credit(s);
Instructor: Hopper, Nicholas J
Description: Student may contact the instructor or department for information.

CSci 5512 Artificial Intelligence II
3 credit(s); [STAT 3021, 4041] or instr consent Credit will not be granted if credit has been received for: CSCI 5512W;
Instructor: Banerjee, Arindam
Description: Student may contact the instructor or department for information.
CSci 5521 Pattern Recognition
3 credit(s);
Instructor: Schrater, Paul Robert
Description: Student may contact the instructor or department for information.

CSci 5561 Computer Vision
3 credit(s);
Instructor: Papanikolopoulos, Nikolaos P
Description: The course objective is to introduce the students to the "Computer Vision" area. In particular, the course will start from simple problems in perspective transformations, edge detection, image filtering, image segmentation, and feature tracking. Later in the semester, more complex problems in shape recovery, stereo, active vision, and autonomous navigation will be discussed.
Style: 60% Lecture, 40% Discussion.
Grading: 20% final exam, 30% reports/papers, 20% problem solving, 30% other evaluation. Programming assignments
Exam Format: Take-home exam

CSci 5708 Architecture and Implementation of Database Management Systems
3 credit(s);
Instructor: Shekhar, Shashi
Description: Student may contact the instructor or department for information.

CSci 5802 Software Engineering II
3 credit(s);
Instructor: Rayadurgam, Sanjai
Description: Student may contact the instructor or department for information.

CSci 5980 Special Topics in Computer Science: Social Ntwrk Analysis: A Computational Perspective
3 credit(s), max credits 9, 9 completions allowed;
Instructor: Srivastava, Jaideep
Description: Student may contact the instructor or department for information.

CSci 5980 Special Topics in Computer Science: Innovative Computer Modeling & Rendering for Dsgn
3 credit(s), max credits 9, 9 completions allowed;
Instructor: Meyer, Gary W
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Dovolis, Chris John
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Collins, John
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Karypis, George
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Hopper, Nicholas J
Description: Student may contact the instructor or department for information.
CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Jensen, Steve
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhang, Zhi-Li
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Barry, Phillip
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Konstan, Joseph Andrew
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Boley, Daniel L
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Papanikolopoulos, Nikolaos P
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Riedl, John T
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Janardan, Ravi
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Saad, Yousef
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Sturtivant, Carl
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kumar, Vipin
Description: Student may contact the instructor or department for information.
CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Tripathi, Anand R
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Du, David Hung-Chang
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Heimdahl, Mats
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Shekhar, Shashi
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Gini, Maria L
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Schrater, Paul Robert
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Srivastava, Jaideep
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Interrante, Victoria
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kuang, Rui
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Weissman, Jon B
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: He, Tian
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Nadathur, Gopalan
Description: Student may contact the instructor or department for information.
CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Meyer, Gary W
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Van Wyk, Eric
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Terveen, Loren Gilbert
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kim, Yongdae
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhai, Antonia Bingheng
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Mokbel, Mohamed F
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Banerjee, Arindam
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Myers, Chad Leighton
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Keefe, Daniel F
Description: Student may contact the instructor or department for information.

CSci 5991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.
CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Dovolis, Chris John
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Karypis, George
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Hopper, Nicholas J
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Jensen, Steve
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhang, Zhi-Li
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Barry, Phillip
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Konstan, Joseph Andrew
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Boley, Daniel L
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Papanikolopoulos, Nikolaos P
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Riedl, John T
Description: Student may contact the instructor or department for information.
CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Janardan, Ravi
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Saad, Yousef
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Sturtivant, Carl
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kumar, Vipin
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Tripathi, Anand R
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Du, David Hung-Chang
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Heimdahl, Mats
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Shekhar, Shashi
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Gini, Maria L
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Schrater, Paul Robert
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Srivastava, Jaideep
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Interrante, Victoria
Description: Student may contact the instructor or department for information.
CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kuang,Rui
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Weissman,Jon B
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: He,Tian
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Nadathur, Gopalan
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Meyer, Gary W
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Van Wyk, Eric
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Terveen, Loren Gilbert
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kim, Yongdae
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhai, Antonia Bingheng
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Mokbel, Mohamed F
Description: Student may contact the instructor or department for information.
CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Banerjee, Arindam
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Myers, Chad Leighton
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Keefe, Daniel F
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.

CSci 5994 Directed Research
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Guy, Stephen J
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Dovolis, Chris John
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Collins, John
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Karypis, George
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Hopper, Nicholas J
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Jensen, Steve
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.
CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Zhang, Zhi-Li
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Barry, Phillip
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Konstan, Joseph Andrew
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Boley, Daniel L
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Papanikolopoulos, Nikolaos P
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Riedl, John T
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Janardan, Ravi
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Saad, Yousef
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Sturtivant, Carl
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Kumar, Vipin
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Tripathi, Anand R
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Du, David Hung-Chang
Description: Student may contact the instructor or department for information.
CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Heimdahl,Mats
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Shekhar,Shashi
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Gini,Maria L
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Schrater,Paul Robert
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Srivastava,Jaideep
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Interrante,Victoria
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Kuang,Rui
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Weissman,Jon B
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: He,Tian
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Nadathur,Gopalan
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Meyer,Gary W
Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Van Wyk,Eric
Description: Student may contact the instructor or department for information.
CSci 5996 Curricular Practical Training
   S-N only, 1 credit(s), max credits 3, 3 completions allowed;
   Instructor: Terveen,Loren Gilbert
   Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
   S-N only, 1 credit(s), max credits 3, 3 completions allowed;
   Instructor: Roumeliotis, Stergios
   Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
   S-N only, 1 credit(s), max credits 3, 3 completions allowed;
   Instructor: Kim, Yongdae
   Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
   S-N only, 1 credit(s), max credits 3, 3 completions allowed;
   Instructor: Chandra, Abhishek
   Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
   S-N only, 1 credit(s), max credits 3, 3 completions allowed;
   Instructor: Zhai, Antonia Bingheng
   Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
   S-N only, 1 credit(s), max credits 3, 3 completions allowed;
   Instructor: Mokbel, Mohamed F
   Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
   S-N only, 1 credit(s), max credits 3, 3 completions allowed;
   Instructor: Banerjee, Arindam
   Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
   S-N only, 1 credit(s), max credits 3, 3 completions allowed;
   Instructor: Myers, Chad Leighton
   Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
   S-N only, 1 credit(s), max credits 3, 3 completions allowed;
   Instructor: Keefe, Daniel F
   Description: Student may contact the instructor or department for information.

CSci 5996 Curricular Practical Training
   S-N only, 1 credit(s), max credits 3, 3 completions allowed;
   Instructor: Isler, Volkan Ibrahim
   Description: Student may contact the instructor or department for information.

CSci 8002 Introduction to Research in Computer Science, II
   A-F only, 2 credit(s);
   Instructor: Karypis, George
   Description: Student may contact the instructor or department for information.

CSci 8205 Parallel Computer Organization
   3 credit(s); 5204 or EE 5364 or instr consent Credit will not be granted if credit has been received for: EE 8367;
   Instructor: Yew, Pen-Chung
   Description: Student may contact the instructor or department for information.
CSci 8442 Computational Geometry and Applications
3 credit(s);
Instructor: Janardan,Ravi
Description: Student may contact the instructor or department for information.

CSci 8735 Advanced Database Systems
A-F only, 3 credit(s);
Instructor: Mokbel,Mohamed F
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Carlis,John Vincent
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Dovolis,Chris John
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Collins,John
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Karypis,George
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Hopper,Nicholas J
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Jensen,Steve
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Yew,Pen-Chung
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Zhang,Zhi-Li
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Barry,Phillip
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Konstan,Joseph Andrew
Description: Student may contact the instructor or department for information.
CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Boley,Daniel L
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Papanikolopoulos,Nikolaos P
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Riedl,John T
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Janardan,Ravi
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Saad,Yousef
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Sturtivant,Carl
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Kumar,Vipin
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Tripathi,Anand R
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Du,David Hung-Chang
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Heimdahl,Mats
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Shekhar,Shashi
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Gini,Maria L
Description: Student may contact the instructor or department for information.
CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Schrater, Paul Robert
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Srivastava, Jaideep
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Interrante, Victoria
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Kuang, Rui
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Weissman, Jon B
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: He, Tian
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Nadathur, Gopalan
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Meyer, Gary W
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Van Wyk, Eric
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Terveen, Loren Gilbert
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Kim, Yongdae
Description: Student may contact the instructor or department for information.
CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Zhai, Antonia Bingheng
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Mokbel, Mohamed F
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Banerjee, Arindam
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Myers, Chad Leighton
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Keefe, Daniel F
Description: Student may contact the instructor or department for information.

CSci 8760 Plan B Project
S-N only, 3 credit(s);
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.

CSci 8970 Computer Science Colloquium
S-N only, 1 credit(s);
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 8980 Special Advanced Topics in Computer Science: Innovative Computer Modeling & Rendering for Dsgn
3 credit(s), max credits 27, 9 completions allowed;
Instructor: Meyer, Gary W
Description: Student may contact the instructor or department for information.

CSci 8980 Special Advanced Topics in Computer Science: Seminar in Robotics: Networked and Cloud Robotics
3 credit(s), max credits 27, 9 completions allowed;
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.

CSci 8980 Special Advanced Topics in Computer Science: Program Analysis for Security
3 credit(s), max credits 27, 9 completions allowed;
Instructor: McCamant, Stephen A.
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.
CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Dovolis, Chris John
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Collins, John
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Karypis, George
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Hopper, Nicholas J
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Jensen, Steve
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhang, Zhi-Li
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Barry, Phillip
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Konstan, Joseph Andrew
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Boley, Daniel L
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Papanikolopoulos, Nikolaos P
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Riedl, John T
Description: Student may contact the instructor or department for information.
CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Janardan,Ravi
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Saad,Yousef
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Sturtivant,Carl
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kumar,Vipin
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Tripathi,Anand R
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Du,David Hung-Chang
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Heimdahl,Mats
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Shekhar,Shashi
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Gini,Maria L
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Schrater,Paul Robert
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Srivastava,Jaideep
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Interrante,Victoria
Description: Student may contact the instructor or department for information.
CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kuang,Rui
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Weissman,Jon B
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: He,Tian
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Nadathur,Gopalan
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Meyer,Gary W
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Van Wyk,Eric
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Terveen,Loren Gilbert
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Roumeliotis,Stergios
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kim,Yongdae
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Chandra,Abhishek
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhai,Antonia Bingheng
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Mokbel,Mohamed F
Description: Student may contact the instructor or department for information.
CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Banerjee, Arindam
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Myers, Chad Leighton
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Keefe, Daniel F
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.

CSci 8991 Independent Study
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Guy, Stephen J
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Dovolis, Chris John
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Collins, John
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Karypis, George
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Hopper, Nicholas J
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Jensen, Steve
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.
CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhang, Zhi-Li
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Barry, Phillip
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Konstan, Joseph Andrew
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Boley, Daniel L
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Papanikolopoulos, Nikolaos P
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Riedl, John T
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Janardan, Ravi
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Saad, Yousef
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Sturtivant, Carl
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kumar, Vipin
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Tripathi, Anand R
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Du, David Hung-Chang
Description: Student may contact the instructor or department for information.
CSci 8994 Directed Research in Computer Science
  1-3 credit(s), max credits 9, 9 completions allowed;
  Instructor: Heimdahl,Mats
  Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
  1-3 credit(s), max credits 9, 9 completions allowed;
  Instructor: Shekhar,Shashi
  Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
  1-3 credit(s), max credits 9, 9 completions allowed;
  Instructor: Gini,Maria L
  Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
  1-3 credit(s), max credits 9, 9 completions allowed;
  Instructor: Schrater,Paul Robert
  Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
  1-3 credit(s), max credits 9, 9 completions allowed;
  Instructor: Srivastava,Jaideep
  Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
  1-3 credit(s), max credits 9, 9 completions allowed;
  Instructor: Interrante,Victoria
  Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
  1-3 credit(s), max credits 9, 9 completions allowed;
  Instructor: Kuang,Rui
  Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
  1-3 credit(s), max credits 9, 9 completions allowed;
  Instructor: Weissman,Jon B
  Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
  1-3 credit(s), max credits 9, 9 completions allowed;
  Instructor: He,Tian
  Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
  1-3 credit(s), max credits 9, 9 completions allowed;
  Instructor: Nadathur,Gopalan
  Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
  1-3 credit(s), max credits 9, 9 completions allowed;
  Instructor: Meyer,Gary W
  Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
  1-3 credit(s), max credits 9, 9 completions allowed;
  Instructor: Van Wyk,Eric
  Description: Student may contact the instructor or department for information.
CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Terveen, Loren Gilbert
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Kim, Yongdae
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Chandra, Abhishek
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Zhai, Antonia Bingheng
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Mokbel, Mohamed F
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Banerjee, Arindam
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Myers, Chad Leighton
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Keefe, Daniel F
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Isler, Volkan Ibrahim
Description: Student may contact the instructor or department for information.

CSci 8994 Directed Research in Computer Science
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Guy, Stephen J
Description: Student may contact the instructor or department for information.

Conservation Biology 199 McNeal Hall

CBio 8001 Conservation Biology Seminar
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
CBio 8004 Economic and Social Aspects of Conservation Biology
3 credit(s);
Instructor: Polasky, Stephen
Description: This course is the second semester of a year-long introductory course for graduate students in the Conservation Biology Graduate Program. Other graduate students who are interested in the field of conservation biology are welcome to enroll. Conservation biology is a mission-oriented science that focuses on how to protect and restore biological diversity. In this course, we will review the ecological concepts constituting the scientific basis for biological conservation. However, since most of the threats to biodiversity originate from human actions, understanding human behavior and the social, political and economic systems in which people act is an essential component for those interested in conserving biodiversity. Consequently, we will review ideas and methods from the social sciences relevant for biological conservation.

CBio 8095 Contemporary Problems in Conservation Biology
S-N only, 1 credit(s), max credits 3, 1 completion allowed;
Instructor: Arnold, Todd W.
Description: Student may contact the instructor or department for information.

Construction Management 20 Ruttan Hall

CMgt 2019 AutoCAD for Construction Managers
2 credit(s);
Instructor: Johnson, Ann M
Description: Introduction to AutoCAD software skills. Learn and apply the techniques of computer-aided design and drafting (CAD) at a job entry level of proficiency. Combined lecture and laboratory.

CMgt 2021 Facility Programming and Design
A-F only, 2 credit(s);
Instructor: Pliska, Justine Elizabeth
Description: Student may contact the instructor or department for information.

CMgt 3001 Introduction to Construction
3 credit(s);
Instructor: Wenck, Troy Alan
Description: Introduction to construction and processes that shape our environment. A discussion of the construction industry, key participants and their vocabulary, building systems, planning and scheduling, project delivery systems, construction documents, sustainability, and project management. Course consists of lectures, site visits, guest speakers.

CMgt 3001 Introduction to Construction
3 credit(s);
Instructor: Kuehni, Rose Marie
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Introduction to construction and processes that shape our environment. A discussion of the construction industry, key participants and their vocabulary, building systems, planning and scheduling, project delivery systems, construction documents, sustainability, and project management. Course consists of lectures, site visits, guest speakers.
Style: Online
Grading: See attached syllabus

CMgt 3011 Construction Plan Reading
2 credit(s);
Instructor: Kuehni, Rose Marie
Description: Introductory level course in construction plan reading and construction documents. Course materials include architectural, civil, mechanical, electrical drawings and project manual. The emphasis is on the development of skills necessary for the reading, understanding and interpretation of commercial construction plans and project manuals, including notes, symbols, and plan layout. This course is appropriate for third year Construction Management and CALA students, and at any time for students in IT and other colleges.
CMgt 4011 Construction Documents and Contracts
3 credit(s);
Instructor: Hauser, Stephen George
Description: Definition, interpretation, and utilization of drawings. Specifications, agreements, bidding forms, general conditions. Bonds, contracts, subcontracts, and related documents. Appropriate provisions for minority business participation, such as tax exempt status and wage rates.

CMgt 4021 Construction Planning and Scheduling
3 credit(s);
Instructor: Styrlund, Kenneth Andre
Description: Concepts of project planning, scheduling, and control. Understanding project scheduling models with emphasis on the critical path method. Introduction to the techniques used in the industry utilizing commercial software on personal computers. The importance of periodic updating and analysis of schedules and of considering and understanding alternatives will be stressed.

CMgt 4022 Construction Estimating
3 credit(s);
Instructor: Adamson, Mark Richard
Description: Purposes and uses of various kinds of estimates. Techniques for performing quantity take-off, organizing bidding process, requesting and analyzing subcontractor proposals, unit pricing, utilizing published resources, and preparing systems-based estimates. Personal computer programs, spreadsheets, and custom applications to be introduced and used. The linkages between estimates, budgets, cost control systems, and historical cost records will be established.

CMgt 4031 Construction Safety and Loss Control
3 credit(s);
Instructor: Carroll, Mil

CMgt 4041W Specifications and Technical Writing for Construction Professionals
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Hilger, A Peter
Description: Application of written communication throughout the construction process, including information gathering, bidding and contract documentation, project manual use and interpretation, and construction administration tools and processes related to communication from the perspectives of all team members (designers, contractors, owners, suppliers). In-depth technical writing exercises exploring a variety of communication formats will develop skills associated with effective construction communication.

CMgt 4051 Construction Materials for Managers
3 credit(s);
Instructor: Hale, Jupe
Description: Basic concepts of physical properties, manufacture and installation of construction materials such as wood, concrete, aggregate/soils, and steel. Engineering design methods, specifications and laboratory techniques for evaluation and use of each material.
Style: 70% Lecture, 20% Laboratory, 10% Field Trips.
Grading: 16% mid exam, 12% final exam, 10% reports/papers, 42% written homework, 5% class participation, 15% laboratory evaluation.

CMgt 4073 Building Codes for Construction Managers
1 credit(s);
Instructor: Holm, Scott Franklin
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Building codes history, foundation, structure and organization. Importance to the built environment throughout building life cycle: design, construction, occupancy, demolition. Code compliance and role of building code official. Interpretation and application to specific scenarios. Recognizing and correcting code deficiencies.
Style: Online
Grading: See attached syllabus

CMgt 4081 Managing Erosion and Sediment Control on Construction Sites
A-F only, 1 credit(s);
Instructor: Chapman, John A
Description: Designed for those who will supervise, run, or direct construction site operations, grading work, culvert replacement work, and bridge construction work. It will cover the best management practices to reduce or control erosion and sedimentation. Primary topics: permit requirements, stakeholder roles and responsibilities, sample specifications, and using a Storm Water Pollution Prevention Plan (SWPPP). Soil erodibility, turf establishment techniques, grading techniques to minimize erosion, timing of installations, and proper application of best management practices are also covered. Students will learn how to implement the erosion and sediment control plan, the requirements of various regulatory agencies, and consequences of permit violations. This class can be used to achieve the Erosion and Stormwater Construction Site Management Certification, which is required by Minnesota Department of Transportation Standard Specifications on construction sites.

CMgt 4193 Directed Study
1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: STAFF
Description: Topic arranged in consultation with your Construction Management directed study faculty adviser and your academic adviser. For information, see http://www.cce.umn.edu/documents/DCP/BAS-Directed-Study.pdf For the agreement form: http://cce.umn.edu/documents/DCP/BAS-Student-Faculty-Agreement.doc

CMgt 4196 Construction Management Internship
S-N only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Hilger, A Peter
Description: Career preparation in construction management. Students will gain hands-on work experiences in a construction company, applying coursework in the work place, contributing knowledge of best practices to make a positive impact on the construction industry, and participate in career development exercises.

CMgt 4422 Advanced Construction Cost Estimating
2 credit(s);
Instructor: Elthon, Dwight J
Description: Building on prior construction estimating knowledge, this course examines advanced estimating concepts including: procurement; productivity; value engineering. Working in teams, students develop and deliver a competitive bid for a real project and examine strategies to meet the owner's budget and expectations through value engineering approaches.

CMgt 4422 Advanced Construction Cost Estimating
2 credit(s);
Instructor: Adamson, Mark Richard
Description: Building on prior construction estimating knowledge, this course examines advanced estimating concepts including: procurement; productivity; value engineering. Working in teams, students develop and deliver a competitive bid for a real project and examine strategies to meet the owner's budget and expectations through value engineering approaches.

CMgt 4542 Building Energy Systems
A-F only, 3 credit(s);
Instructor: Jain, Nirmal
Description: Conceptual understanding of functions of building mechanical systems and their integration with other building components through case studies. Residential and commercial HVAC systems, alternative energy sources, energy efficiency, structural implications of mechanical systems, indoor air quality, and environmental control strategies.

CMgt 4861 Construction Management Capstone
A-F only, 2 credit(s);
Instructor: Hilger, A Peter
Description: Concepts of project management and leadership needed to solve critical, complex and recurring problems on construction projects. Students apply core construction management coursework to industry case studies to create, solve, critically consider and effectively articulate solutions.

Continuing Dental Education 6-406 Moos Tower

CDEd 6101 Postgraduate Contemporary Esthetic Dentistry I: Level I--Lecture/Laboratory Series
S-N only, 5 credit(s);
Instructor: Olin, Paul S
CDEd 6202 Postgraduate Contemporary Esthetic Dentistry: Level II--Patient Series
S-N only, 5 credit(s);
Instructor: Olin, Paul S
Description: Student may contact the instructor or department for information.

CDEd 7302 Postgraduate Contemporary Esthetic Dentistry: Level III--Orthodontic and Periodontal Esthetics
S-N only, 1-1.5 credit(s), max credits 1.5, 1 completion allowed;
Instructor: Olin, Paul S
Description: Student may contact the instructor or department for information.

CDEd 7307 Postgraduate Contemporary Esthetic Dentistry: Level III--Technology in Restorative Dentistry
S-N only, 1 credit(s);
Instructor: Olin, Paul S
Description: Student may contact the instructor or department for information.

Control Science and Dynamical Systems 107 Akerman Hall

CSDy 8899 Seminar in Control Science and Dynamical Systems
S-N only, 1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: Balas, Gary John
Description: Student may contact the instructor or department for information.

Cultural Studies and Comparative Literature 235 Nicholson Hall

CSCL 1001 Introduction to Cultural Studies: Rhetoric, Power, Desire
4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Brown Jr, Robert L
Description: How did we become who we are? How did we become "women" or "men," "gay" or "straight?" Where did we get our tastes in clothes, food, music, and decorative arts? And where did we get our political, religious and philosophical beliefs, our sense of what's logical, natural, and believable? Cultural Studies assumes that the world around us (our culture) means, and that its meanings are central in creating us--individually and collectively. And it assumes culture can be "read." CSCL 1001 explores cultural reading, examining the "texts" around us: music videos, television and film, some paintings and 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.
Style: 20% Lecture, 20% Discussion, 40% Small Group Activities, 20% Web Based. Active-learning class with participation figuring largely in grade.
Grading: 15% final exam, 30% special projects, 20% journal, 15% class participation, 20% other evaluation. Many engaging, short, blog-based and group activities throughout the course. Do what we tell you, and you'll do just fine.
Exam Format: open-book; short, guided answers

CSCL 1101 Literature
4 credit(s); Meets CLE req of Literature
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. Included are epic and lyric poetry, plays, novels, parables, and essays by a wide variety of authors from various times and places.
Style: 100% Lecture.
Grading: 20% final exam, 80% reports/papers. class attendance is mandatory and will be checked
Exam Format: 20 questions requiring short answers (i.e. ranging from a few words to a few sentences)

CSCL 1201 Introduction to Cinema and Media Culture
Instructor: STAFF
Description: This course turns on one central question: How do things 'mean'?
Specifically, how do cultural texts mean in relation to each other and to human life in society and across history? 'Cultural texts' are made objects and forms of communication that encode messages and values, and that produce effects—anything from movies, TV shows, magazine ads and rock concerts to 'high art' (paintings, classical music, plays, poems, etc.). The course specifically examines: (1) the role played by cultural forms in creating, maintaining or challenging social boundaries and power relationships; and (2) the ways art and culture function as sites where creative and alternative visions of 'the good life' come into being. Small classes emphasize close reading, discussion, and practice in critical writing. An introductory course in every sense, it's a good place to start thinking about what "culture" is and how it works. It will also help you develop reading and writing techniques useful for many courses and majors. Class Time: 40% lecture, 60% discussion

CSCL 1401W Reading Literature: Theory and Practice
4 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: STAFF
Description: What is Literature? How do definitions of it differ over time and across cultures? How does literature play a role in the ways people see themselves and others? How do our histories - personal and cultural - determine how we read it? CSCL 1401W examines such questions in relation to larger patterns of culture and power. You'll emerge from the course with a solid sense of the differences among various genres, and the cultural contexts from which they arise - between an epic poem emerging from a Greek city state and a novel by a German civil servant, say. Small classes emphasize close reading, discussion, and practice in critical writing. An introductory course in every sense, it will give you a good sense of the field of Comparative Literature as well as reading and writing skills useful in many other courses and disciplines. Class Time: 40% lecture, 60% discussion

CSCL 1501W Reading History: Theory and Practice
4 credit(s); Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: STAFF
Description: CSCL 1501W Reading History: Theory and Practice 4 credits, meets Lib Ed req of Historical Perspective Core; meets Lib Ed req of Writing Intensive Instructor: STAFF Description: What is history - is it what we get on The History Channel, or is it something else? Who controls it, who decides what gets included and what's important? Why has history become such a hot political topic - textbooks in schools, for example? This course examines such questions, starting from two assumptions: (1) that history can have explanatory power--it can tell us why things got to be the way they are; but (2) that all history comes to us in a mediated way, that is, as a "text" that encodes someone's or some group's version of it. Small classes focus on reading a variety of texts "in" history - the Mall of America, a Nazi rally, a 17th century Dutch painting; "history on television," the representation of the human body, etc., as well as some critical theory "about" history, designed to help you think about its importance, its uses and abuses. Class Time: 40% lecture, 60% discussion

CSCL 1910W Freshman Seminar: Objects of our (Dis)Affection: Myths of Childhood
A-F only, 3 credit(s), max credits 6; Meets CLE req of Writing Intensive
Instructor: Hubbard, Kysa Koerner
Description: Student may contact the instructor or department for information.

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

**CSCL 3172 Music as Discourse**  
3 credit(s); Meets CLE req of Arts/Humanities  
Instructor: Mowitt, John W  
**Description:** The French philosopher Michel Foucault once defined discourse as the difference between what, according to the rules of grammar and the available lexicon, it is possible to say, and what actually gets said at any given time and place. In this course we will explore how discourse in this sense helps us think about music. At a minimum this bears on two things: what we call music, and what we call musicology. In both cases discourse is pertinent because it is possible to consider how music says things, and how studying music also says things. Musicology, and related disciplines, even say what counts as music, what counts as noise, even what counts as silence. By examining instances of what Christopher Small has called ?musicking? from the 18th century to the present and from Africa to the Americas we will consider what it becomes possible to say through and about music by seeing, hearing, feeling it as a discourse.  
**Style:** 50% Lecture, 20% Film/Video, 30% Discussion.  
**Grading:** 90% reports/papers, 10% class participation.

**CSCL 3173W The Rhetoric of Everyday Life**  
3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive  
Instructor: Fink, Ben  
**Description:** This is a course about how people make other people think, believe, and do things. We will consider many ways in which this happens, including the use of images, sounds, and assault rifles. But our focus, following the tradition of rhetorical scholarship for the past several millennia, will be on the use of WORDS. We will learn how words work on people, including in quite scary ways. We will read some of the most important classical and modern studies of rhetoric. We will read some of the most offensive applications of rhetoric in contemporary American political culture. We will create the second half of the syllabus together, based on the topics and issues we decide we care about the most. We will write a lot together, as you learn to analyze other people’s rhetoric and to hone your own. And yes, we will probably leave this course able to manipulate our friends (and enemies) far more effectively.  
**Style:** 10% Lecture, 90% Discussion.

**CSCL 3175 Comedy: Text and Theory**  
3 credit(s); Meets CLE req of Arts/Humanities  
Instructor: Johnson, Kjel Wayne  
**Description:** Course Description: CSCL 3175 investigates comedy and the comic as mechanisms of pleasure, as modes of discourse and meta-discourse, as narratives incorporating the extremes of violent subversion and utopian salvation, and ultimately as a way of being in the world: comedy, in other words, as a philosophy and as a way of life. We’ll explore a wide range of comic phenomena, ?dirty? to ?divine?, flatulence to afflatus, scatology to eschatology? something, that is, not only to edify but also to delight and (it is sincerely hoped) offend everybody. And we’ll have some fun along the way. We will, in short, take comedy seriously? while taking the serious issues to which it relates in the fullest comic spirit. Caveat Emptor: The course will gleefully and wildly swing between ?high philosophy? and ?low filth?: we are here to play, to explore, even to mock and deride? but never at the expense of a productive dialogue. We will read ourselves as we read these texts, hopefully to learn as much about the texts from which we derive pleasure as we learn about ourselves and the structures of meaning and discourse in which we exist and act. We will weave through, dig into, and play within the following questions: What are the sources of comic pleasure, the causes of laughter? What are the psychic and social ends of comedy? What is the necessary relation between comedy, violence, and cruelty? What is comedy?s relation to play, ritual, sports and games, festivals, holidays, and religion? How does the human body ? its desires, its physical processes, its secretions and excretions, its decay and death? function in comic discourse? What are some of the principal narrative modes of comedy? How are comic pleasures mobilized to persuade, educate, and communicate values; to reproduce, reinforce, or subvert authority, asymmetrical power relations and the ideologies on which they depend? What is it about comedy that renders it so politically useful? Why do gender and the conventions of the theater (e.g., role-playing, performance, and archetypal formations) figure so prominently in comedy? What fears and anxieties, monsters and grotesques lurk beneath the festive surfaces and masks of the comic? And finally: what can we make of comedy today, in what H. Frankfurt has identified as ?the age and culture of B.S.? Did I mention that this will be fun, too? No joke here. Seriously.

**CSCL 3176 Oppositional Cinemas**  
4 credit(s); Meets CLE req of Global Perspectives  
Instructor: Johnson, Kjel Wayne  
**Description:** Student may contact the instructor or department for information.

**CSCL 3177 On Television**
This course examines the concept of nature as a cultural and political construct used to justify and contest how human and non-human animals live within and against the world. We will study the historical evolution of our beliefs, attitudes, and understanding of abstract concepts such as beauty. Answers to these questions will help us understand how the role of television developed over time. Through the study of different formats of production, theories of spectatorship, and the alliance between television and the state we uncover certain how propagandist ideas are transmitted to legitimize discipline, obedience, and conformity and place them among the highest values in society.

Readings: 50-100 pages Assignments: 3 Essays, 1 presentation, a final 8-page paper

CSCL 3177 On Television

4 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Hudecova, Eva Ruth
Description: This course examines television as a technology that should be neither completely dismissed (i.e., “Everything on TV is stupid”) nor uncritically embraced. Television has a complex history that has served to both unite social groups and atomize and anesthetize individuals. Accordingly, we will approach television as a complex cultural institution that not only entertains, but also largely determines the stories we tell ourselves. We will study writings on television and specific TV shows from a variety of angles to understand the rise of American broadcast technologies, how TV mediates relationships, whether it is on the inter-personal level, between races, classes, or in our relationship to technology. It is constantly changing. It is the largest export of the USA. And, as many have argued, it is one of the most important nation-building factors in the USA. TV has made the private public in a way no other medium heretofore ever has. These are just a few of the reasons to build a critical vocabulary and develop a watchful eye towards something that takes up significant sections of the day for many of us.

Grading: 15% mid exam, 15% final exam, 50% reports/papers, 20% in-class presentation.

CSCL 3178W Documentary Cinema: History and Politics

4 credit(s); Meets CLE req of Writing Intensive
Instructor: Lovejoy, Alice Osborne
Description: This course will examine the history, form, and politics of nonfiction and documentary film from the turn of the twentieth century to the present. We will examine documentary’s emergence, in the United States and globally, and its links to a range of social, political, and historical forces; throughout the semester, we will pay close attention to questions of production, circulation, and reception, and explore the complex power relations between filmmakers and their subjects. Topics include, among others, war and documentary; state-sponsored documentary projects; ethnographic film; cinema verite/cinema direct; the essay film; propaganda; reenactment; documentary’s links to the avant garde.

Style: 30% Lecture, 40% Film/Video, 30% Discussion.

CSCL 3361 Visions of Nature: The Natural World and Political Thought

3 credit(s); Credit will not be granted if credit has been received for: EEB 3361; Meets CLE req of Environment
Instructor: Gill, Meredith Morgan
Description: This course examines the concept of nature as a cultural and political construct used to justify and contest how human and non-human animals live within and against the world. We will study the historical evolution of our
modern concept of nature as well as the future of the natural? as a viable political category. In so doing, we will cover various historical, philosophical, literary, filmic, and biological visions of nature including: divine creation, nature as a mechanical structure, changing concepts of evolution, constructions of human nature, and the emergence of discourses on ecosystems.

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

**CSCL 3456W Sexuality and Culture**

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

**Instructor:** Labidi, Imed

**Description:** Anchored in Postcolonial, psychoanalysis, and feminist theories, this course engages the dialectics of sexuality and power and the way cultural forms as texts and images represent, express, and capture the constructions of sexuality. Concepts such as biopolitics, masculinity, femininity, gender, and sexual difference are central topics in the course’s debate. Moving between political discourse, theoretical texts, and media essentialist notions, we interrogate the (in)visible cultural structures that dictate popular understanding of sexual roles and contest the amorphous conceptualization of race and sexuality. In particular, our discussion places extraordinary emphasis on the political intersection of race, sexuality, and violence. What does it mean to mark some people with excessive sexual appetite and stigmatize others as sexual predators that must be contained? When politicized, how does sexualizing/de-sexualizing facilitate the marginalization of “Others”? Can sexuality serve the purposes of domination? And how does sexual violence become an interrogation technique? We seek to answer these questions through the careful study of influential thinkers such as Bell Hooks, Judith Butler, Frantz Fanon, Michel Foucault, and Sigmund Freud among others. Readings 50-75 pages a week Assignments: 3 essays, 1 presentation, 1 final 8 page paper Attendance is a must.

**Grading:** 50% reports/papers, 10% quizzes, 20% written homework, 20% class participation.

**CSCL 3456W Sexuality and Culture**

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

**Instructor:** Hubbard, Kysa Koerner

**Description:** Looking beyond questions of representational truth, this course explores the modern history of sexuality in the West, examining and theorizing the relationship between the abstract, ever-changing ways in which we have understood it, and the concrete, material ways in which we have subsequently lived it. Readings will include the psychoanalytic writings of Sigmund Freud and Jessica Benjamin, the historical accounts of Thomas Laqueur and Patricia Hill Collins, and the historical-critical analyses of Michel Foucault and Anne Fausto-Sterling.

**Style:** 30% Lecture, 20% Film/Video, 30% Discussion, 20% Small Group Activities.

**Grading:** 50% reports/papers, 10% quizzes, 20% written homework, 20% class participation.

**CSCL 3456W Sexuality and Culture**

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

**Instructor:** Nye, Sean Culhane

**Description:** This course will deal with a modern Western invention: sexuality. The historical premise of the course is that pre-modern understandings of human sexuality were radically reconfigured in the West during second half of the nineteenth century, being organized around the meticulous categorization of sexualities and binaries such as ? homosexual? and ?heterosexual,? ?natural? and ?unnatural,? ?legitimate? and perverse? ? symbiotic and mutually exclusive definitions we continue to struggle with to this day. The course examines how such struggles are articulated in theory (including debates regarding such issues as camp and pornography) and cultural practices (in forms ranging from literature to film/television), and it will explore how such articulations of sexuality developed amidst cultural and political conflicts during the twentieth century.

**Grading:** 50% reports/papers, 10% quizzes, 20% written homework, 20% class participation.

**CSCL 3458W The Body and the Politics of Representation**

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

**Instructor:** Hubbard, Kysa Koerner

**Description:** How do bodies mean? Fat. Thin. Rich. Poor. Can we trace - at least in part - the (Western) historical trajectory of these meanings? Body. Soul. Truth. Error. In what representational forms have these ascriptions been made manifest over culture and time in the West, and how do they continue to shape and inform the ways in which we are bodies and the ways in which we perceive/interpret/understand/ regulate them? As feminist philosopher Susan Bordo writes, "The body is not merely flesh and bone, but a surface of inscription, a locus of control, a malleable, intelligible embodiment of material culture and ideology" (1993). Following this, how do issues of gender, race, sexuality, and class figure in here? Can representations of the body ever be innocent? Good. Evil. Dirty. Clean. In this course, we will investigate the various (and nefarious) ways in which past and present Western cultures have codified the human body into socially-constructed, politically-loaded categories that work to both defer and delimit opportunities for and access to power. A history of philosophies of the body will provide a foundation for these inquiries, while sociological, semiotic, and critical theories will help us understand the complex relationships between our perceptions and presentations of the body, and the concrete, habituated ways we come to "embody" them. In short, over the course of fifteen weeks, we will: [1] study visual and textual representations and discourses of the body - historical and contemporary; [2] examine and theorize historical processes, materials, ideological and economic structures and systems that have gone into the (re)making of disciplined, "civilized," "habitualized" bodies; [3] explore philosophical and theoretical concepts that have shaped past and present thinking about
the body itself, as well as in representation and practice; [4] engage issues of gender, race, sexuality and class as they have historically intersected and continue to intersect with ideas about and the regulation of marginalized bodies and their representation.

**Style:** 40% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities.

**CSCL 3461 Monsters, Robots, Cyborgs**

3 credit(s); Meets CLE req of Literature

**Instructor:** Gill, Meredith Morgan

**Description:** The figure of the monster has a long history of representing our fears and desires in a world always in flux. This course examines questions that monsters, robots, and cyborgs allow us to pose about social norms, relations of production and reproduction, binaries between the natural and unnatural, and links between humans and machines. By examining a variety of philosophical, scholarly, literary, filmic and historical texts, we will attempt to place the pre-modern, modern, and postmodern figure of the monster in its philosophical and historical context to understand what monsters tell us about ourselves and our tolerance for difference.

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

**Grading:** 20% mid exam, 20% final exam, 60% reports/papers.

**CSCL 3465 Aliens**

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

**Instructor:** David, Thomas P

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

**CSCL 3472 Gay Men and Homophobia in American Culture**

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

**Instructor:** Lekas, Michelle Yvonne

**Description:** This course operates on the premise that, whether one identifies as G, L, B, T or other, homosexuality, and its perverse reaction, homophobia are linchpins to understanding what happens around us and what exists as our culture. Understanding this, we will look at homosexuality/homophobia from historical, theoretical, and psychoanalytic perspectives. This course genuinely requires a good deal of student participation and also a willingness to keep up with course readings (from Foucault, Freud, Halperin, Anderson, Miller and others) that cover areas from ancient Greece to the NFL and to think creatively and openly. We will screen one narrative film and two documentaries. Evaluation will be based on one essay, one group presentation, a multiple choice final, and class participation!! My office hours are on Wednesdays from 3:00 to 5:00 PM (of course) in 146H Nicholson. I look forward to meeting you, and to you meeting each other, ML.

**CSCL 3771 Basic Concepts of Literary Study**

3 credit(s);

**Instructor:** Pepper, Thomas Adam

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

**CSCL 5154W Theoretical Constructions of Space**

3 credit(s); Meets CLE req of Writing Intensive

**Instructor:** Archer, John

**Description:** People conceptualize, understand, fashion, and make use of the space in which we all exist in a variety of ways, the diversity of which becomes evident when examined across time and disciplines. The goals of this class are to obtain a sense of several principal strands of spatial thinking that have come to inform our present culture; and to inquire into the interests that they serve and sustain. Or, to put it differently, our agenda concerns the manners in which space articulates and sustains the interests and purposes of society. Our inquiries are located in various disciplines, including anthropology, architecture, geography, history, landscape design, philosophy, planning, and sociology. The readings concentrate on the Western Enlightenment heritage from Locke to the late 20th century, including phenomenological, structuralist, poststructuralist, marxist, feminist, and materialist perspectives. Student projects are encouraged to analyze other temporal, geographic, and theoretical modes of space in order to understand limitations of present formulations, and explore ground for new potentialities. This course focuses entirely on theory. Undergraduates unfamiliar with spatial theory should consult the instructor before enrolling.

**Style:** 50% Lecture, 40% Discussion, 10% Student Presentation.

**Grading:** 15% mid exam, 15% final exam, 50% reports/papers, 15% additional semester exams, 5% class participation. GRAD STUDENT grading differs: exams, 3x10%=30%; comparative analysis, 20%; research project, 45%; participation 5%.

**Exam Format:** short essay

**CSCL 5256W Suburbia**

3 credit(s); Meets CLE req of Writing Intensive

**Instructor:** Archer, John
structure the course around the theme of the stranger because it evokes so many different—often antagonistic—transnational systems of value. and national literatures have all been influenced to various degrees by new scholarship on colonialism, postcoloniality, and context. genre, and figural language will give way to a questioning of another sort—one that places literary form itself in a world situation.

at a leisurely pace some of the problems of literary form, and the way that form is conditioned by place, culture, and of Naguid Bargouti, and we may read a novella by the Russian novelist Fyodor Dostoevsky. lengthy classics (an epic and a novel,) the work of the early 20th-century Chinese short-story writer, Lu Hsun, the poems concentrate on reading literary texts in this course, and mastering some of the classics of world literature.

Is this the paradigm of the stranger? Is there such a thing as a world literature? What happens to comparative literature when forced to confront the world outside Europe and the United States? I have structured the course around the theme of the stranger because it evokes so many different? or antagonistic?

Description: In contrast to the stereotypical portrayal of suburbs as monotonous and banal, suburbia is a complex and diverse part of the American cultural landscape. It is a physical and cultural terrain that embodies many of America's most cherished ideals, yet consistently it is blamed for much of what is wrong with the country. "Suburbia" remains a term that defies simple definition—historically, geographically, politically, demographically, or architecturally. This course examines the historical circumstances that gave rise to modern suburbia as we know it, beginning in 18th century England and continuing to the present day, with the greatest emphasis on the United States. Among the central issues for examination are: changes in domesticity, family, technology, transportation, design, planning, politics, and economy. Equally important is analysis of ways in which suburbia has served to alter the balance in American society of high, low, and popular culture, of politics, of economy, of work, of family, of race and gender, and of domesticity. The course examines specific sites and designs, as well as representations of suburbia in such media as film, television, advertising, popular literature, and music.

Lectures and readings are organized around such topics as: suburbia in music and film; house, yard, and neighborhood; the American Dream, family and domesticity; automobile culture; edge cities, new urbanism and sprawl. ---(Note: the next offering of this course will not be until Spring 2015 at the earliest)

Style: 95% Lecture, 5% Discussion.
Grading: 25% mid exam, 30% final exam, 45% reports/papers.
Exam Format: short- and long-answer essay

CSCL 5555 Introduction to Semiotics
3 credit(s); Credit will not be granted if credit has been received for: CL 5555;
Instructor: Pepper, Thomas Adam
Description: This course is a rigorous introduction to the thought of the sign during this last century. The emphasis is on the word "thought", that is to say, on the way in which semiotics, far from being an isolated discipline, is essentially related to all its neighbors, including: anthropology, feminism, linguistics, literature, Marxism, philosophy, psychoanalysis. Readings include: Althusser, Austin, Barthes, Borge, Deleuze, Derrida, Eichenbaum, Foucault, Freud, Jacobson, Kristeva, Mitchell and Rose, Lacan, Levinas, Levi-Strauss, Lotman, Peirce, Saussure, Shklovsky, Wimsatt and Beardsley, Winnicott.
Style: 70% Lecture, 30% Discussion.
Grading: 70% reports/papers, 10% in-class presentation, 20% class participation.
Exam Format: Paper

CSCL 5666 Film Music: Theory, History, Practice
A-F only, 0-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Leppert, Richard
Description: This course considers the role of music in film from silent cinema in the early twentieth century to the near present, with particular emphasis on Hollywood, including narrative features, shorts, documentary, horror, thriller, science fiction, comedy, and cartoon. Broadly speaking, the course investigates the principal functions, practices, impacts and semiotics of music specific to various film genres across time. It will focus on theory, history, affect, and effect, addressing questions about film music as a social and cultural practice, including its role as part of broad political economy within the context of the culture industry. Although the course is arranged in approximate chronological order of film history, it is organized topically and is intended less as an historical survey and more as a critical investigation into the development and use of music central to the sound-image relation.

CSCL 5910 Topics in Cultural Studies and Comparative Literature: Figure of the Stranger: Readings in World Lit
3 credit(s); max credits 32, 8 completions allowed;
Instructor: Brennan, Timothy Andres
Description: The stranger leaves and enters space without appearing to alter it. Not necessarily alien (darker than others, speaking a different language, misunderstood), the stranger nevertheless has no home. S/he wanders even as s/he stays, the victim of restlessness and disgust, but always a certain clarity about being alone in a crowd. Is this the paradigm of the artist? Does the artist play the role of the alien, the foreign, the pariah, standing in for the real-life outcasts? Is art by its very nature about representing those on the social margins, or pretending to live there? This will be an introduction to world literature and to the basic methods of comparative literary study. We will discuss the origins of comparative literature? that is, the study of literature written in a variety of languages? and explore how it differs from studying?English.? We will concentrate on reading literary texts in this course, and mastering some of the classics of world literature. We will read two lengthy classics (an epic and a novel,), the work of the early 20th-century Chinese short-story writer, Lu Hsun, the poems of Naguid Bargouti, and we may read a novella by the Russian novelist Fyodor Dostoevsky. We will also read selections from Erich Auerbach?'s Mimesis? one of the central critical texts of the 20th century. This schedule will allow us to examine at a leisurely pace some of the problems of literary form, and the way that form is conditioned by place, culture, and situation. Our primary task will be to develop a vocabulary and a set of critical options for the close reading of imaginative texts, and we will mostly be involved in basic literary interpretation. Our looking at narrative, representation, translation, genre, and figural language will give way to a questioning of another sort? one that places literary form itself in a world context. Comparative literature has undergone a decisive change in recent decades. Students of English, cultural studies, and national literatures have all been influenced to various degrees by new scholarship on colonialism, postcoloniality, and transnational systems of value. How does all of this affect literature? Is there such a thing as a world literature?
It marks in many ways the passage from a European bohemian, artist-as-outcast, view of literature to the more literal and politically potent concept of the ?foreign? or ?alien? implied by the contact of peoples on a world scale. The syllabus itself suggests the different ways the ?stranger? might be understood in The Odyssey, Don Quixote, Lu Hsun and Dostoevsky.

**Curriculum and Instruction 145 Peik Hall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Instructor(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 1001</td>
<td>Introduction to the Elementary School</td>
<td>A-F only, 3 credit(s);</td>
<td>Berken, Shelley</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>CI 1001</td>
<td>Introduction to the Elementary School</td>
<td>A-F only, 3 credit(s);</td>
<td>Rosebrook, Cheryl K</td>
<td><strong>Description:</strong> CI 1001 - Introduction to the Elementary School (3.0 cr; A-F or Aud, fall, spring, every year) Introduction to the Elementary School is intended to be a beginning course for undergraduate students considering a career in the field of education or a Foundations of Education major. The class examines various aspects of elementary schools and elementary teaching with an emphasis on urban elementary settings. Contemporary students and families, school organization, standards, assessment, policy, culture, diversity, and the role of the teacher are addressed. Issues of equity and equality are explored throughout the course. Visits to educational settings provide key experiences.</td>
</tr>
<tr>
<td>CI 1903</td>
<td>Freshman Seminar: Citizenship and Public Ethics: Intentional Communities As Education For Life</td>
<td>3 credit(s), max credits 6;</td>
<td>Englund, Lynn A.</td>
<td>Students in this class look at historic and contemporary examples of intentional communities to see what ideals for social change motivated their formation. Students also discuss the communities in which they participate to think about what it is to bring intention to what we do. We will create an intentional community within our classroom where people get to know each other and share stories from their experience and comment on readings and videos. This class will travel to Copenhagen, Denmark over spring break and will end early. There are four reflective essays and a final paper, but no tests or exams. <strong>Style:</strong> 40% Discussion, 10% Student Presentation, 50% Field Trips. Students share stories from their experience to help connect course concepts to lived experience of family and community life. <strong>Grading:</strong> 15% reports/papers, 40% reflection paper, 5% in-class presentation, 40% class participation. On-time class attendance and in-class participation is important. Participation includes listening attentively to others and being prepared to share your response to readings and videos <strong>Exam Format:</strong> No exams.</td>
</tr>
<tr>
<td>CI 2311W</td>
<td>Introduction to Technology and Ethics in Society</td>
<td>3 credit(s); credit will not be granted if credit already received for: WHRE 3011W or CI 3311WCredit will not be granted if credit has been received for: CI 4311W;Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive</td>
<td>Hatten, Jim</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>CI 2311W</td>
<td>Introduction to Technology and Ethics in Society</td>
<td>3 credit(s); credit will not be granted if credit already received for: WHRE 3011W or CI 3311WCredit will not be granted if credit has been received for: CI 4311W;Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive</td>
<td>Schwartz, Derek E</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>CI 2311W</td>
<td>Introduction to Technology and Ethics in Society</td>
<td>3 credit(s); credit will not be granted if credit already received for: WHRE 3011W or CI 3311WCredit will not be granted if credit has been received for: CI 4311W;Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive</td>
<td>Feyissa, Solen Desalegn</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>CI 2312</td>
<td>Sex, Drugs, and the Internet: Educational Perspectives</td>
<td>A-F only, 3 credit(s);Credit will not be granted if credit has been received for: CI 4312;Meets CLE req of Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CI 2312 Sex, Drugs, and the Internet: Educational Perspectives
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 4312; Meets CLE req of Technology and Society
Instructor: Isaacson, Kris
Description: Student may contact the instructor or department for information.

CI 2312 Sex, Drugs, and the Internet: Educational Perspectives
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 4312; Meets CLE req of Technology and Society
Instructor: Koseoglu, Suzan
Description: This course fulfills the University of Minnesota’s Liberal Education Technology and Society theme requirement. In this course, we will focus on the Internet and technologies inclusive within the online environment as we critique the advances in these technologies and their profound impact on society, particularly on children and teens. We will explore various specific online technologies (for example, social networking sites, blogs, YouTube, Second Life) in order to understand what they are, how they are used, and their advantages and disadvantages. Further, we will discuss our responsibility to be thoughtful consumers of these new Internet technologies as we seek to become informed and engaged citizens. We will reflect upon the complex and compelling ethical issues raised by technological change and its effects on society. You will need to become competent with the use of several technology applications for this course. We will be using Ning for our course Website and Engrade for our online gradebook. We will also be working with a variety of tools such as Google Docs, VoiceThread, FlipGrid, and QuickTime Pro in order to interact online in alternative, engaging ways. This course is scheduled to meet online only and there will be no face-to-face (F2F) sessions. Please be aware that there will be numerous assignments in order to complete the requirements for this course. We will also have regular discussion activities that will help you critically reflect on the readings and issues we are exploring. If you have good self-organization skills, enjoy actively participating in class discussions, and have a sincere interest in learning more about web based technologies and their impact on society, this course may be a good fit for you!
Style: 50% Discussion, 50% Student Presentation. This class is 100% online. There won't be any face-to-face meetings.
Grading: 50% special projects, 50% class participation. Percentages are rough estimates. Your participation in the weekly discussions will be graded on both the quantity and quality of your postings or contributions.
Exam Format: We don't have mid-term or final exams. Individual assignments are project-based.

CI 2312 Sex, Drugs, and the Internet: Educational Perspectives
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 4312; Meets CLE req of Technology and Society
Instructor: Pazurek, Angelica
Description: This discussion-based course is designed as an introductory exploration of the current dangers lurking on the Internet, particularly for children, and those which could potentially arise with future developments and innovations. A humanitarian perspective will provide the lens by which we will examine universal concerns and explore strategies and measures we can take in the community as well as in educational institutions to combat these dangers. As we investigate the impact of online technologies within educational environments, we will also focus our attention on their potential for teaching and learning. All topics will be introduced and discussed in terms of current educational practices.

CI 2312 Sex, Drugs, and the Internet: Educational Perspectives
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 4312; Meets CLE req of Technology and Society
Instructor: Bakir, Nesrin
Description: Student may contact the instructor or department for information.

CI 3001 Survey of Art Activities
A-F only, 2 credit(s);
Instructor: Delisle, Heather A
Description: Student may contact the instructor or department for information.

CI 3001 Survey of Art Activities
A-F only, 2 credit(s);
Instructor: Johnson, Jeremy L
Description: Student may contact the instructor or department for information.

CI 3211 Introduction to Elementary Teaching
A-F only, 3 credit(s); Instructor: Wiley,Bethann Marie
Description: Student may contact the instructor or department for information.

CI 3211 Introduction to Elementary Teaching
A-F only, 3 credit(s);
Instructor: Byrn,Katherine Margaret
Description: Student may contact the instructor or department for information.

CI 3212 Practicum: Elementary Teaching
S-N only, 2 credit(s);
Instructor: Ahlgren,Erica Jean
Description: Course Description This is a field-based practicum for students enrolled in their introductory block of elementary education methods classes. Students are expected to apply learning from their university courses to the elementary school setting. Students will engage in in-class discussions and online reflection about the application of classroom learning to the school setting.

CI 3212 Practicum: Elementary Teaching
S-N only, 2 credit(s);
Instructor: Boardman,Alyssa M
Description: Course Description This is a field-based practicum for students enrolled in their introductory block of elementary education methods classes. Students are expected to apply learning from their university courses to the elementary school setting. Students will engage in in-class discussions and online reflection about the application of classroom learning to the school setting.

CI 3283 Practicum: Special Education K-6
S-N only, 2 credit(s);
Instructor: Pinto,Viveca Victoria
Description: Student may contact the instructor or department for information.

CI 3401W Diversity in Children’s Literature
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Brendler,Beth
Description: Classic/contemporary books for children in all genres, created by authors/illustrators. Research in transactional theory. Cultural authenticity. Reading, discussion, group activities, interactive lectures, projects.

CI 3401W Diversity in Children’s Literature
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Rogers,Aimee A
Description: Student may contact the instructor or department for information.

CI 3401W Diversity in Children’s Literature
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Laster,Lori A
Description: Student may contact the instructor or department for information.

CI 3610 Linguistics for Teachers
A-F only, 3 credit(s);Meets CLE req of Social Sciences
Instructor: Godfrey,LeAnne Berger
Description: The course is designed to provide future K-6 pre-service teachers (PTs) with a general introduction to the field of linguistics, the scientific study of language. PTs will learn about linguistic terminology, acquire a deeper understanding of the English language, and learn to apply methods of linguistic analysis (both to English and to other languages). PTs will become familiar with theories and research about how both first and other languages are learned, and will critically analyze some of the educational implications of language use, learning and policy. In the first half of the course, PTs will learn how to describe and analyze the sound, form, and meaning patterns of language, and of English in particular. We begin with the physical and mental aspects of speech sound production, moving on to an examination of linguistic structure and meaning, and building toward a greater understanding of the ways in which people use and interpret language in different contexts. In learning about the various subsystems of language, PTs will acquire not only new ways of thinking about language, but also the ability to extract regularities from linguistic data in unfamiliar languages. With this as a foundation, we will move on to exploring a variety of issues in applied linguistics (specifically, how first and second languages are learned) and sociolinguistics (language and culture, dialect variation, and language and politics) with an
emphasis on how these issues relate to education and classroom teaching.

CI 4311W Technology and Ethics in Society
3 credit(s); credit will not be granted if credit already received for: CI 5311, WHRE 5011W
Credit will not be granted if credit has been received for: CI 2311W
Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Hatten, Jim
Description: Student may contact the instructor or department for information.

CI 4311W Technology and Ethics in Society
3 credit(s); credit will not be granted if credit already received for: CI 5311, WHRE 5011W
Credit will not be granted if credit has been received for: CI 2311W
Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Schwartz, Derek E
Description: Student may contact the instructor or department for information.

CI 4311W Technology and Ethics in Society
3 credit(s); credit will not be granted if credit already received for: CI 5311, WHRE 5011W
Credit will not be granted if credit has been received for: CI 2311W
Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Feyissa, Solen Desalegn
Description: Student may contact the instructor or department for information.

CI 4312 Sex, Drugs, and the Internet: Educational Perspectives
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 2312
Meets CLE req of Technology and Society
Instructor: Kennedy, Jolie
Description: Student may contact the instructor or department for information.

CI 4312 Sex, Drugs, and the Internet: Educational Perspectives
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 2312
Meets CLE req of Technology and Society
Instructor: Isaacson, Kris
Description: Student may contact the instructor or department for information.

CI 4312 Sex, Drugs, and the Internet: Educational Perspectives
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 2312
Meets CLE req of Technology and Society
Instructor: Koseoglu, Suzan
Description: This course fulfills the University of Minnesota's Liberal Education Technology and Society theme requirement. In this course, we will focus on the Internet and technologies inclusive within the online environment as we critique the advances in these technologies and their profound impact on society, particularly on children and teens. We will explore various specific online technologies (for example, social networking sites, blogs, YouTube, Second Life) in order to understand what they are, how they are used, and their advantages and disadvantages. Further, we will discuss our responsibility to be thoughtful consumers of these new Internet technologies as we seek to become informed and engaged citizens. We will reflect upon the complex and compelling ethical issues raised by technological change and its effects on society. You will need to become competent with the use of several technology applications for this course. We will be using Ning for our course Website and Engrade for our online gradebook. We will also be working with a variety of tools such as Google Docs, VoiceThread, FlipGrid, and QuickTime Pro in order to interact online in alternative, engaging ways. This course is scheduled to meet online only and there will be no face-to-face (F2F) sessions. Please be aware that there will be numerous assignments in order to complete the requirements for this course. We will also have regular discussion activities that will help you critically reflect on the readings and issues we are exploring. If you have good self-organization skills, enjoy actively participating in class discussions, and have a sincere interest in learning more about web based technologies and their impact on society, this course may be a good fit for you!
Style: 50% Discussion, 50% Student Presentation. This class is 100% online. There won't be any face-to-face meetings. Grading: 50% special projects, 50% class participation. Percentages are rough estimates. Your participation in the weekly discussions will be graded on both the quantity and quality of your postings or contributions. Exam Format: We don't have mid-term or final exams. Individual assignments are project-based.
Instructor: Pazurek, Angelica
Description: This discussion-based course is designed as a critique and analysis of the current dangers lurking on the Internet, particularly for children, and those which could potentially arise with future developments and innovations. A humanitarian perspective will provide the lens by which we will examine universal concerns and explore strategies and measures we can take in the community as well as in educational institutions to combat these dangers. As we investigate the impact of online technologies within educational environments, we will also focus our attention on their potential for teaching and learning. All topics will be introduced and discussed in terms of current educational practices.

CI 4312 Sex, Drugs, and the Internet: Educational Perspectives
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 2312; Meets CLE req of Technology and Society
Instructor: Bakir, Nesrin
Description: Student may contact the instructor or department for information.

CI 4413 Practicum: Working With Developing Readers
S-N only, 2 credit(s);
Instructor: Allen, Kathryn Elizabeth Lawyer
Description: Student may contact the instructor or department for information.

CI 4413 Practicum: Working With Developing Readers
S-N only, 2 credit(s);
Instructor: Ortmann, Lisa Louise
Description: Student may contact the instructor or department for information.

CI 4413 Practicum: Working With Developing Readers
S-N only, 2 credit(s);
Instructor: Brodeur, Katherine
Description: Student may contact the instructor or department for information.

CI 5008 Theory and Practice of Teaching Art in Elementary Schools
A-F only, 1-2 credit(s), max credits 3, 1 completion allowed;
Instructor: Bequette, James W
Description: Student may contact the instructor or department for information.

CI 5097 Student Teaching in Art Education
S-N only, 8 credit(s);
Instructor: STAFF
Description: Observation of, participation in, and supervisory experiences with various types and levels of art classes.

CI 5145 Critical Pedagogy
A-F only, 3 credit(s);
Instructor: Lensmire, Timothy J.
Description: Dominant groups determine dominant meanings, but not without a struggle, and never once and for all. The educational and political project of critical pedagogy is exactly to enable students to engage in this struggle over meaning? in solidarity with the wretched of the earth; in the name of social justice, equality, and democratic community; and in preparation for and as part of transformative social action. This seminar explores critical pedagogy?not as a single or finished thing, but as a multivocal and unfinalizable word about how we might live and teach and learn together. We begin with two attempts to name critical pedagogy, by Freire and Kincheloe. Then, we extend and interrogate our understandings of critical pedagogy by reading the work of educators and scholars who draw on various critical perspectives?including indigenous, environmental, feminist, and postmodern?to imagine and practice a worthy pedagogy. Finally, we complicate and revise our developing conceptions of critical pedagogy, again, as we work with texts and films chosen by members of the class.

CI 5155 Contemporary Approaches to Curriculum: Instruction and Assessment
A-F only, 3 credit(s);
Instructor: Dyke, Erin Lee
Description: Student may contact the instructor or department for information.

CI 5177 Practical Research
A-F only, 3 credit(s);
Instructor: STAFF
Description: Preparation for identifying a research and development topic, reviewing the existing knowledge on the topic, planning and carrying out a project, further investigating the topics, and writing a report on the project.

CI 5181 Clinical Experience in Elementary School Teaching
S-N only, 2-10 credit(s), max credits 16, 3 completions allowed; 
Instructor: Carlson, Ann Ruhl
Description: Students spend full days in the elementary classroom gradually assuming responsibility for teaching the class. Students prepare a portfolio based on criteria given. One seminar per week.

CI 5186 School-Related Projects
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed; 
Instructor: STAFF
Description: Research or evaluation project related to teaching, curriculum, or other aspect of schooling. Approved and supervised by faculty adviser.

CI 5187 Practicum: Improvement of Teaching in Elementary or PreKindergarten Schools
S-N only, 2-3 credit(s), max credits 3, 1 completion allowed; 
Instructor: STAFF
Description: Elementary school classroom teaching project designed to improve specific teaching skills. Approved and directed by advisor.

CI 5190 Directed Individual Study in Curriculum and Instruction
1-6 credit(s), max credits 12, 12 completions allowed; 
Instructor: STAFF
Description: Directs students to individual studies that focus on producing and evaluating curriculum materials; literature review of issues and problems; and assessing curriculum processes.

CI 5285 Clinical Experience in Elementary School Teaching
S-N only, 12 credit(s), max credits 24; 
Instructor: Byrn, Katherine Margaret
Description: Student may contact the instructor or department for information.

CI 5286 Student Teaching Seminar: Elementary Education
A-F only, 3 credit(s), max credits 6; 
Instructor: Berken, Shelley
Description: Student may contact the instructor or department for information.

CI 5286 Student Teaching Seminar: Elementary Education
A-F only, 3 credit(s), max credits 6; 
Instructor: Vagle, Mark D
Description: Student may contact the instructor or department for information.

CI 5286 Student Teaching Seminar: Elementary Education
A-F only, 3 credit(s), max credits 6; 
Instructor: Robbins, Lois Marie
Description: Student may contact the instructor or department for information.

CI 5287 Capstone Project: Improvement of Teaching in Elementary and Pre-Kindergarten Schools
S-N only, 3 credit(s); 
Instructor: Peterson, Debra Stevens
Description: Student may contact the instructor or department for information.

CI 5301 Foundations of Computer Applications for Business and Education
3 credit(s); 
Instructor: Peterson, Darrell Howard
CI 5301 Foundations of Computer Applications for Business and Education
3 credit(s);
Instructor: North, Sarah
Description: This course examines the instructional uses of computers and representative business, education, and marketing applications, including word processing, spreadsheets, and web design. This is an online course with all course activities being completed online through the University's course management system, Moodle (http://myu.umn.edu). We will be guided by the following themes and questions: (1) Computer Literacy and Proficiency and Business Software -How should educators prepare students for the necessary computer literacy skills (ie word processing, presentation, data analysis software, web browsing, etc) needed in their personal and professional lives? - How should the fields of education and business address the changing role of client based software applications to web based applications? (2) Computer Supported Cooperative Work, Virtual Collaboration Tools for Business and Education -How are communication tools like email, instant messaging, and SMS converging? -How is mobile computing shaping the way businesses function? -What opportunities and challenges to businesses and educators have using web conferencing tools (Adobe Connect, WebEx, Elluminate)? -How are video/tele conferencing systems (webcams, ITV) and voice over IP systems (ie Skype) changing collaboration opportunities? -In what ways are knowledge management systems (knowledge bases/wikis) influencing business operations? (3) Authoring on the Web -What are the differences between basic web languages (HTML/CSS) and web-based applications/content management systems? -How can educators and a business provide a presence on the web? -What are the best ways to provide web development opportunities for students? (4) Using a Course Management System in the Workplace or School -How can educators and a business provide a presence on the web?
Style: 100% Web Based. Nearly entirely asynchronous, with the exception of one group project which requires scheduling a synchronous meeting.

CI 5303 Data Analysis and Information Design for Business and Education
3 credit(s);
Instructor: Horazdovsky PhD, Jerry Edward
Description: Student may contact the instructor or department for information.

CI 5323 Online Learning Communities
A-F only, 3 credit(s);
Instructor: Koseoglu, Suzan
Description: Student may contact the instructor or department for information.

CI 5327 Designing Online Adventure Learning
A-F only, 3 credit(s);
Instructor: Doering, Aaron H
Description: Designing, developing, and integrating adventure learning environments in K-16. Examples of effective adventure learning environments.

CI 5330 Special Topics in Learning Technologies
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Scharber, Cassandra
Description: Topics related to needs of in-service teachers. Topics, location, credits, and duration are flexible.

CI 5351 Technology Tools for Educators
A-F only, 3 credit(s);
Instructor: STAFF
Description: Develop skills in using selected technology applications to support teaching and learning. Internet applications, presentation software, multimedia authoring tools, desktop publishing software, Web page creation. May also include a field-site project.

CI 5361 Teaching and Learning with the Internet
3 credit(s);
Instructor: Bakir, Nesrin
Description: Student may contact the instructor or department for information.

CI 5363 New Media and Interaction Design for Online and Mobile Learning
3 credit(s);
Instructor: Koivula, Matti Juhani
Description: Student may contact the instructor or department for information.
CI 5390 Learning Technologies Field Experiences
S-N only, 1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: McGill, Chuck Roy
Description: Student may contact the instructor or department for information.

CI 5410 Special Topics in the Teaching of Literacy
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Swiss, Thom
Description: Teaching Poetry and Creative Writing. 5410. //This is an ONLINE COURSE. There are no on-campus meetings.// 5410: Interested in thinking about creative writing in the classroom and in the community? Learning how to teach poetry and fiction and developing helpful assignments for students? Finally, do you want to try your own hand at creative writing? The course will focus on the topics noted above -- with readings, pedagogical theories, poems and stories, your own creative writing, and so on. You will learn how to 'workshop' creative writing, improve others' work (and your own), make assignments, and encourage writing in general.// Professor Thom Swiss, the instructor, is a writer and critic in C&I's Culture and Teaching Program. // There are TWO required books for the course; you will need them by the end of the first week of class. // 1.) IN THE PALM OF YOUR HAND Author: KOWIT ; Edition: ; ISBN: 9780884481492 Publisher: TILBURY HOUSE PUB.....2) WHAT IF? Author: Anne bernays et al ; Edition: ; ISBN: 0062720066 Publisher: william morrow.// END Style: 15% Lecture, 75% Discussion, 10% Small Group Activities. Online Class. Assignments due weekly on Tuesdays at midnight.
Grading: 75% written homework, 25% class participation. No exams. // Instead, your own written work, including responses to readings/ comments to colleagues/ your own creative writing/assignments for students.

CI 5413 Foundations of Reading
A-F only, 3 credit(s);
Instructor: Allen, Kathryn Elizabeth Lawyer
Description: Student may contact the instructor or department for information.

CI 5413 Foundations of Reading
A-F only, 3 credit(s);
Instructor: Ortmann, Lisa Louise
Description: Student may contact the instructor or department for information.

CI 5413 Foundations of Reading
A-F only, 3 credit(s);
Instructor: Brodeur, Katherine
Description: Student may contact the instructor or department for information.

CI 5422 Teaching Writing in Schools
A-F only, 3 credit(s);
Instructor: Lensmire, Timothy J.

CI 5425 Reading Instruction in the Elementary Grades
A-F only, 3 credit(s);
Instructor: Martin-Kerr, Keitha-Gail
Description: Student may contact the instructor or department for information.

CI 5426 Language Arts Instruction in the Elementary Grades
A-F only, 3 credit(s);
Instructor: Martin-Kerr, Keitha-Gail
Description: Student may contact the instructor or department for information.

CI 5435 Instructional Leadership in Preventing Reading Difficulties
A-F only, 3 credit(s);
Instructor: Frederick, Amy Rae
Description: Student may contact the instructor or department for information.

CI 5461 Teaching Composition in the Secondary School
A-F only, 2 credit(s);
Instructor: Dahmes, Shannon Goodall
CI 5481 Developments in Teaching English and Speech
A-F only, 3 credit(s);
Instructor: Stutelberg, Erin
Description: Student may contact the instructor or department for information.

CI 5496 Directed Experiences in Teaching English
S-N only, 8 credit(s);
Instructor: STAFF
Description: Student teaching/clinical experience for English post-baccalaureate students only.

CI 5502 Science Instruction in the Elementary Grades
A-F only, 3 credit(s);
Instructor: Chen, Ying-Chih
Description: Student may contact the instructor or department for information.

CI 5532 Teaching Secondary School Science
A-F only, 3 credit(s);
Instructor: Billington, Barbara Lynne
Description: Student may contact the instructor or department for information.

CI 5535 Foundations of Science Education
A-F only, 3 credit(s);
Instructor: Finley, Fred N
Description: Analysis of present science teaching practices in light of historical and philosophical foundations of science education.

CI 5537 Principles of Environmental Education
A-F only, 3 credit(s);
Instructor: Wunsch, Hallie B
Description: Student may contact the instructor or department for information.

CI 5540 Special Topics: Science Education
1 credit(s), max credits 12, 12 completions allowed;
Instructor: Roehrig, Gillian Heather
Description: Student may contact the instructor or department for information.

CI 5597 Clinical Experience in Secondary School Science Teaching
S-N only, 4-8 credit(s), max credits 8, 1 completion allowed;
Instructor: STAFF
Description: Supervised clinical experience in secondary school science teaching.

CI 5634 Content-Based Instruction in Second Language Settings
A-F only, 3 credit(s);
Instructor: Ranney, Susan Elaine
Description: Content-based language instruction: principles, models and methods; learning strategy instruction; developing content-based language curriculum; traditional and alternative approaches to assessing cognitive-academic language proficiency; use of technology to enhance content-based instruction.

CI 5635 Culture and Diversity in Second Language Classrooms
3 credit(s);
Instructor: Bigelow, Martha
Description: Student may contact the instructor or department for information.

CI 5641 Language, Culture, and Education
A-F only, 3 credit(s);
Instructor: Ennser-Kananen, Johanna
Description: Student may contact the instructor or department for information.
CI 5645 Teaching English Learners in the Elementary Classroom  
A-F only, 3 credit(s);  
Instructor: Benegas, Michelle Elizabeth  
Description: Student may contact the instructor or department for information.

CI 5648 Advanced Practices in Teaching Academic Language  
A-F only, 3 credit(s);  
Instructor: Ranney, Susan Elaine  
Description: Student may contact the instructor or department for information.

CI 5657 Teaching Speaking and Listening in Second Language Classrooms  
A-F only, 3 credit(s);  
Instructor: Martel, Jason Peter  
Description: This course will introduce students to theory and practice in the teaching of oral skills in foreign and second languages. An interactive and proficiency-oriented approach to the teaching of speaking and listening will be emphasized. Students will explore factors that affect listening comprehension in a second language and will learn about ways of developing second language students' strategies and skills in listening. Students will reflect on social and cultural factors in discourse and on how they affect what language students need to learn. Students will experience a variety of materials and ideas for teaching oral skills and will examine ways of implementing such ideas in their own context of interest.

CI 5660 Special Topics in the Teaching of Second Languages and Cultures  
3 credit(s), max credits 12, 12 completions allowed;  
Instructor: Hermes, Mary Rose  
Description: Student may contact the instructor or department for information.

CI 5662 Second Language Curriculum Design  
A-F only, 3 credit(s);  
Instructor: Martel, Jason Peter  
Description: COURSE DESCRIPTION The course offers an historical overview of curriculum development in second language education, explores factors that influence curriculum development (e.g., state and national standards, school/program policies, technology, professional development), and presents a range of models for curriculum development in second language settings. The course is designed for all students in the second languages and cultures education program and may be of interest to students in other programs who have an interest in second language curriculum development. This course fulfills foreign language and ESL licensure requirements. This course is an M.Ed. requirement and can also be used on M.A. and Ph.D. programs. The course includes a combination of lecture, technology-based activities, cooperative group activities, and discussions. COURSE GOALS During the course, students will: ? reflect on themselves as second language learners and teachers; ? become aware of the scope of second language curriculum decision-making and the contexts that influence curricular decisions; ? gain an understanding of more than one model in developing a second language curriculum; ? gain an in-depth understanding of content-based curriculum development; ? apply an understanding of curriculum development; ? review and critique the literature of second language curriculum development; ? explore the politics of curricular reform, including attention to school-based reform efforts such as interdisciplinary approaches and standards-based approaches, particularly as they relate to second languages and cultures; ? participate in collaboration with classroom participants in developing curricula and providing feedback to one another in the process of growth.

CI 5672 Language-Focused Instructional Practices and Strategies for Dual Language/Immersion Classrooms  
3 credit(s);  
Instructor: Tedick PhD, Diane J  
Description: Student may contact the instructor or department for information.

CI 5693 Directed Study in Second Languages and Cultures  
1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: STAFF  
Description: Individual or group work on curricular, instructional, or assessment problems.

CI 5696 Practicum: Teaching World Languages and Cultures in Elementary Schools  
2-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: STAFF  
Description: Teaching and learning experiences in second languages and cultures at the elementary school level. Requires students to work in a public school setting.
CI 5697 Practicum: ESL in the Elementary School
2-6 credit(s), max credits 6, 1 completion allowed;
Instructor: STAFF
Description: Teaching and learning experiences in an English as a second language setting at the elementary school level. Requires students to work in a public school setting.

CI 5698 Student Teaching in Second Languages and Cultures
2-6 credit(s), max credits 14, 5 completions allowed;
Instructor: STAFF
Description: Student teaching in Second Languages and Cultures at the secondary level for teachers already licensed in another field. Requires students to work in a public school setting.

CI 5699 Clinical Experiences in Second Languages
A-F only, 3-12 credit(s), max credits 16;
Instructor: Maguire, Caroline Marie
Description: Student may contact the instructor or department for information.

CI 5702 Social Studies Instruction in the Elementary Grades
A-F only, 3 credit(s);
Instructor: Winkelaar, Jessica
Description: Student may contact the instructor or department for information.

CI 5744 Seminar: Reflecting on Professional Development in Social Studies Education
A-F only, 3 credit(s);
Instructor: Beach, Todd A
Description: Student may contact the instructor or department for information.

CI 5746 Global and Multicultural Education in the Secondary Classroom
A-F only, 3 credit(s);
Instructor: Mayo Jr, J.B.
Description: Issues, classroom practices, and controversies surrounding global/multicultural perspective-taking in social studies education. Strategies for helping secondary social studies students develop global/multicultural worldviews.

CI 5762 Developing Civic Discourse in the Social Studies
A-F only, 3 credit(s);
Instructor: Thompson, Jessamay Rose
Description: Student may contact the instructor or department for information.

CI 5822 Mathematics Instruction in the Elementary Grades
A-F only, 3 credit(s);
Instructor: Cramer, Kathleen Ann
Description: Student may contact the instructor or department for information.

CI 8095 Problems: Art Education
1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: Bequette, James W
Description: Student may contact the instructor or department for information.

CI 8131 Curriculum and Instruction Core: Critical Examination of Curriculum in Context
A-F only, 3 credit(s);
Instructor: Mayo Jr, J.B.
Description: Student may contact the instructor or department for information.

CI 8132 Curriculum and Instruction Core: Teaching Theory and Research
A-F only, 3 credit(s);
Instructor: Sato, Mistilina
Description: Overview of research on teaching: historical perspective, modern research/findings, implications for practice/research.
CI 8133 Research Methods in Curriculum and Instruction
   A-F only, 3 credit(s);
   Instructor: Bequette, James W
   Description: Student may contact the instructor or department for information.

CI 8146 Critical Ethnography in Education
   A-F only, 3 credit(s);
   Instructor: Ngo, Bic
   Description: Student may contact the instructor or department for information.

CI 8148 Conducting Qualitative Studies in Educational Contexts
   3 credit(s);
   Instructor: Dillon, Deborah R.
   Description: Student may contact the instructor or department for information.

CI 8149 Qualitative Research: Coding, Analysis, Interpretation, and Writing
   A-F only, 3 credit(s);
   Instructor: O'Brien, David
   Description: Student may contact the instructor or department for information.

CI 8150 Research Topics Curr & Instruct
   3 credit(s), max credits 12, 12 completions allowed;
   Instructor: Asher, Nina
   Description: Student may contact the instructor or department for information.

CI 8161 Research Experience I: Study Design and Planning
   OPT No Aud, 3 credit(s);
   Instructor: Gentzler, Yvonne S.
   Description: Student may contact the instructor or department for information.

CI 8162 Research Experience II: Data Analysis and Manuscript Preparation
   OPT No Aud, 3 credit(s);
   Instructor: Tedick PhD, Diane J
   Description: Student may contact the instructor or department for information.

CI 8196 Practicum in Teaching in Colleges of Education
   1 credit(s);
   Instructor: Avery, Patricia Grant
   Description: Student may contact the instructor or department for information.

CI 8395 Directed Study: Learning Technologies
   1-6 credit(s), max credits 12, 12 completions allowed;
   Instructor: Doering, Aaron H
   Description: Student may contact the instructor or department for information.

CI 8470 Special Topics on Literacy
   3 credit(s), max credits 6, 6 completions allowed;
   Instructor: Dillon, Deborah R.
   Description: CI 8470 "The Role of Motivation in Teaching and Learning? Course Description This course is organized around identifying motivational challenges in teaching and learning, understanding multidisciplinary theoretical constructs of motivation related to learners' development and growth, and constructing environments and teaching and learning practices to optimize engagement for all students. Course Goals/Objectives The goals for this course include understanding the research and practical implications related to: 1. individual motivations, beliefs and self-efficacy in learners' development 2. classroom contexts that promote engagement 3. classroom structures and instruction (including curriculum and tasks) that motivate and engage students, particularly those who struggle 4. tools students need to develop to be self-regulated learners 5. the role of motivation and engagement in assessment
   Grading: 50% reports/papers, 30% special projects, 20% in-class presentation.

CI 8492 Readings in English Education and Reading
   1-3 credit(s), max credits 10, 10 completions allowed;
CI 8492 Readings in English Education and Reading
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Dillon, Deborah R.
Description: Student may contact the instructor or department for information.

CI 8573 Nature of Inquiry in STEM Education
A-F only, 3 credit(s);
Instructor: Roehrig, Gillian Heather
Description: Student may contact the instructor or department for information.

CI 8595 Problems: Science Education
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Johnson, Roger T
Description: Independent research.

CI 8650 Seminar: Special Topics in Second Languages and Cultures Research
3 credit(s), max credits 6, 6 completions allowed;
Instructor: King, Kendall Amy
Description: Worldwide developments --- including the far-reaching influence of colonial, regional and global languages; efforts to establish bi and multi-lingual education policies and programs; the stampede towards English and other world languages such as Chinese; the endangerment of language communities; state, community, corporate and educational efforts to alter manage and develop linguistic resources; and critical developments in language rights and language testing (e.g., citizenship and school tests) --- have turned language policy and language education policy into burgeoning fields for research and activity. This course jointly analyzes language policy and the various dimensions of educational policy. The reason for this twin focus is twofold: decisions about which languages should be used or taught in school are among the most dominant language policy decisions; and language education issues can only be understood with close attention to social, ethnic, religious, political, cultural and economic contexts. This course explores language and education policy as it plays out not only at the national level but also in institution, schools, workplaces, families and other contexts. Enrolled and active students will gain a solid understanding of language policy theory, research methods, and key empirical findings. Overview of course topics: - Meeting 1: Intro to course topics and expectations; key resources - Meeting 2: Multilingualism and global languages and / Historical, critical, ecological perspectives on language planning and policy (LPP) - Meeting 3: Language ideologies / LPP definitions and typologies - Meeting 4: Research methodologies / LPP processes and frameworks - Meeting 5: Official languages and national identities / LPP policy goals: officialization, nationalization, standardization - Meeting 6: Minority languages and education / LPP cultivation goals: revival, maintenance, spread, shift - Meeting 7: Indigenous languages and local identities / LPP corpus goals: standardization, graphization, modernization, reform, purism - Meeting 8: Endangered languages and linguistic human rights / LPP and social change - Meeting 9: New approaches: Linguistic landscapes - Meeting 10: Language testing as language policy - Meeting 11: Case study: Quichua in the Ecuadorian Andes - Meeting 12: Student research: Case studies - Meeting 13: Student research: Case studies - Meeting 14: Student research: Case studie

CI 8742 Seminar: Research in Social Studies Education
A-F only, 3 credit(s);
Instructor: Avery, Patricia Grant
Description: Critical review and analysis of seminal research studies; criteria for appraising research findings; educational implications.

CI 8795 Problems: Social Studies Education
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Avery, Patricia Grant
Description: Student may contact the instructor or department for information.

CI 8796 Research Internship in Social Studies Education
A-F only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Avery, Patricia Grant
Description: Student may contact the instructor or department for information.

CI 8904 Families, Youth, Communities, and Education: Historical and Contemporary Perspectives
A-F only, 3 credit(s);
Dakota 19 Scott Hall

Dakota 1122 Beginning Dakota II
5 credit(s); Credit will not be granted if credit has been received for: DAKO 4122;
Instructor: Bendickson, Wayne Joseph
Description: Student may contact the instructor or department for information.

Dakota 3124 Intermediate Dakota II
5 credit(s); 1121, 1122, 3123 Credit will not be granted if credit has been received for: DAKO 4124;
Instructor: Bendickson, Wayne Joseph
Description: Student may contact the instructor or department for information.

Dakota 3126 Dakota Language for the Classroom
A-F only, 3 credit(s);
Instructor: McKay, Neil Troy
Description: Student may contact the instructor or department for information.

Dakota 3127 Dakota Language for Teachers
A-F only, 3 credit(s);
Instructor: McKay, Neil Troy
Description: Student may contact the instructor or department for information.

Dakota 4122 Beginning Dakota II
3 credit(s); [1121, 1004 in another language] or passing score on LPE or grad student Credit will not be granted if credit has been received for: DAKO 1122;
Instructor: Bendickson, Wayne Joseph
Description: Student may contact the instructor or department for information.

Dakota 4124 Intermediate Dakota II
3 credit(s); 1121, 1122, 3123 Credit will not be granted if credit has been received for: DAKO 3124;
Instructor: Bendickson, Wayne Joseph
Description: Student may contact the instructor or department for information.

Dakota 5129 Advanced Dakota Language II
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: McKay, Neil Troy
Description: Student may contact the instructor or department for information.

Dance Barbara Barker Center for Dance

Dnce 1001 Modern Dance Technique 1
1 credit(s);
Instructor: Davies, Angharad Sian
Description: Student may contact the instructor or department for information.

Dnce 1002 Modern Dance Technique 2
1 credit(s);
Instructor: Davies, Angharad Sian
Description: Student may contact the instructor or department for information.

Dnce 1020 Modern Dance Technique 4
1-2 credit(s), max credits 4;
Instructor: Jenson, Matthew Paul
Description: Student may contact the instructor or department for information.
Dnce 1020 Modern Dance Technique 4
  1-2 credit(s), max credits 4;
  Instructor: Thompson, Erin D
  Description: This course is the fourth level of eight levels of modern dance technique offered in the Dance Program. Classwork is based on practical application of the principles of space, time and energy with specific emphasis on alignment, power from the pelvic center, rotation and turnout, muscular tonality, joint articulation, clarity of intent, musicality, stretch, strength and stamina. Class consists of in-place warm-ups, specific technical exercises and dance phrases applying the technique addressed.

Dnce 1102 Ballet Technique 2
  1 credit(s);
  Instructor: Wallum, Tina Anderson-
  Description: This class is the second of a two-semester sequence of fundamental ballet technique. Class work is based on the practical application of the principles of classical ballet technique, including body alignment, turn-out, weight distribution, stance, transfer of weight, squareness, pull up, counter pull, counter balance, aplomb, and balance. Each principle will be introduced separately and in a progression. This class will emphasize simplicity, repetition and creativity. By the end of the semester, students should be able to execute all the elements of a basic level ballet class, including barre exercises and center work comprising of adagio, simple turns, petite and grande allegro. Audition for technique placement or successful completion of level one with departmental approval required for registration.
  Style: Studio

Dnce 1120 Ballet Technique 4
  2 credit(s), max credits 4;
  Instructor: Wallum, Tina Anderson-
  Description: This class is the second of the two-semester sequence in beginning ballet technique. It is a level four course in an eight level sequence. Class work is based on the practical application of the principles of classical ballet technique, including body alignment, turn-out, weight distribution, stance, transfer of weight, squareness, pull up, counter pull, counter balance, aplomb, and balance. Strength, flexibility, style, coordination and musicality will be explored with its interrelatedness with all these principles. Class work will consist of barre exercises that are components to the center portion of the class. In the center portion of the class students will be combining steps into everchanging combinations that expand the students skill and memory but also applying principles, rules and aesthetics that make it ballet. 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.
  Style: Studio

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

Dnce 1220 Jazz Technique 4
  1 credit(s), max credits 2;
  Instructor: Grotting, Karla Kaye
  Description: Description: This is the fourth of a six-semester sequence of jazz dance technique/style. This class will continue to expand vocabulary and develop skills, technique, and style used in classical jazz dance while increasing flexibility and strength. Emphasis will be on the use of space, clear articulation of movement, rhythmic footwork, grounding movement, dynamics, and overall musicality (meter, tempo, syncopation, and phrasing). Dancers will deepen the exploration of improvisation in a jazz way? (to include jazz rhythms, chord changes, jazz structures, and sharing the pulse in different body parts, etc.). Dancers will continue to explore an understanding of the history of jazz music and dance styles, with an emphasis on significant jazz artists.
  Style: 100% Laboratory. Studio
  Grading: 10% reports/papers, 30% attendance, 10% class participation, 50% other evaluation. 50% achievement and skills

Dnce 1302 Tap Technique 2
  1 credit(s);
Instructor: Keane, Ellen
Description: This studio class is the second semester in a six-semester sequence of tap dance technique. This course will focus on the fundamentals of tap dance with an emphasis on musicality and rhythm. Students will continue practice of basic footwork and combinations, beginning time steps, tap routines, and exercises for tap dance improvisation.

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

Dnce 1315 Flamenco
1 credit(s);
Instructor: STAFF
Description: This course is an introduction to Spanish Flamenco dance technique. The class will cover the basic terminology and movement styles of Flamenco, focusing on arm movements and footwork, but will also cover basic choreography. One class period is devoted to viewing videos of traditional Flamenco dance.

Dnce 1331 Yoga
1 credit(s);
Instructor: Longhi, Kym R
Description: Student may contact the instructor or department for information.

Dnce 1331 Yoga
1 credit(s);
Instructor: Kadkhodaian, Pegah
Description: Student may contact the instructor or department for information.

Dnce 1331 Yoga
1 credit(s);
Instructor: Maxwell, Dustin T
Description: Student may contact the instructor or department for information.

Dnce 1331 Yoga
1 credit(s);
Instructor: Sadler, Shannon Leigh
Description: Student may contact the instructor or department for information.

Dnce 1345 Alexander Technique for Movement Artists
OPT No Aud, 1 credit(s);
Instructor: Thompson, Erin D
Description: Student may contact the instructor or department for information.

Dnce 1352 African Diasporic Movement 2
OPT No Aud, 1 credit(s);
Instructor: Brown, Patricia
Description: Student may contact the instructor or department for information.

Dnce 1354 African Diasporic Movement 4
OPT No Aud, 1 credit(s);
Instructor: Sarge, Kenna Jean
Description: Objective: develop students? knowledge of the West African technique through traditional dances that were collected and performed by nationalized and private dance companies of West Africa during the 1950's and continuing through today. Goals: Students will learn the: Basic story behind the creation of dance companies such as Les Ballets Africains, Ballet Djoliba, Merveilles de Guinee, Ballet Bagata and others. Purpose and accompaniment for traditional instruments such as Djembe, Balafon, Dunun and others. Technique of West African dance as based on some of the more common Malinke dances being taught by former members of the companies listed above and their students. Cultural foundations/Oral traditions upon which the dances are based.
Dnce 1401 Introduction to Dance

OPT No Aud, 3 credit(s); Credit will not be granted if credit has been received for: CHIC 1401; Meets CLE req of Arts/Humanities

Instructor: Garcia, Cindy

Description: What is dance? Where do we engage with dance today? Can dance "do" things? How does dance create social meaning? How can we write about dance? In this course, we will ask these questions while considering dance as a framework for the analysis of moving bodies. We will develop ways of interpreting and articulating dance through reading, writing, moving, and watching dance. Throughout, we will focus on the movement politics of race, class, gender, sexuality, and nation and the transnational circulation of various dance genres. This is both a seminar and a movement course. Come prepared to read, write, move, and discuss dance. You do not need to have prior dance experience to succeed in this course.

Style: 5% Lecture, 10% Film/Video, 10% Discussion, 10% Small Group Activities, 6% Student Presentation, 5% Field Trips, 40% Studio, 4% Guest Speakers.

Grading: 20% mid exam, 20% reports/papers, 20% additional semester exams, 10% class participation, 30% other evaluation. Other: Dance-making is 15%; Group Performance is 15%

Exam Format: Short answer and Multiple Choice

Dnce 1401 Introduction to Dance

OPT No Aud, 3 credit(s); Credit will not be granted if credit has been received for: CHIC 1401; Meets CLE req of Arts/Humanities

Instructor: Larasati, Diyah

Description: The course focuses on the dance practices of the 20th century. Course outcomes include understanding and appreciating dance as an art form with emphasis placed on examining dance in specific cultural contexts. We will focus on the United States, Asia, Africa, Europe and the Middle East. Observing the socio-political values and conditions that influence and transform dance practices, the course will introduce the role of dance as a symbolic element in the formation of concepts of nationhood and an important factor in social and ritual norms, visual and bodily pleasure, economic struggle, and the corporatized business of entertainment.

Dnce 3020 Modern Dance Technique 6

2 credit(s), max credits 4;
Instructor: Smith, Joan A

Description: This course is the sixth level of ten levels of modern dance technique offered in the Dance Program. The purpose of the technique class is to allow the advanced 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

Style: 100% Studio. All class time is devoted to the practical application and exploration of dance technique by the student.

Grading: 30% attendance, 20% class participation, 50% other evaluation. 50% of the grade is based on the student's achievement and skill in the dance forms examined during the course of the semester.

Dnce 3120 Ballet Technique 6

2 credit(s), max credits 4;
Instructor: Freeh, Penelope Anne

Description: This course leads intermediate students through the tenets and principles of Ballet technique. Utilizing Ballet vocabulary, class work will emphasize body placement/alignment, dynamics, musicality, energy patterns, breath and traversing space. Class will begin at the barre, introducing material that will be elaborated upon and explored in the center. Students will be evaluated/graded upon: - Learning Skills (Responsibility for Own Learning Process, Perseverance, Communication, Commitment to Understanding Tenets and Vocabulary) - Work Ethic (Self-motivation, Self-discipline, Respect for Process of Self and Others) - Physical Skills (Alignment, Coordination, Core Strength, Stamina/Endurance) - Artistic Skills (Musical Awareness, Spatial Awareness, Physical/Energetic Intention, Presence/Focus)

Dnce 3120 Ballet Technique 6

2 credit(s), max credits 4;
Instructor: Sayegh Rodriguez, Abdo

Description: This course is the fifth level of an eight-semester in classical ballet. This course offers the intermediate ballet student principles of ballet technique. Classwork will involve strong emphasis on proper alignment of the body with an understanding of power, energy and space; with emphasis on dynamics timings, musicality and fluidity; and a command of ballet terminology. The class will begin at the barre, followed by a period of stretching/core strengthening. Center work will include port de bras, adagio, turns, petite allegro and grande allegro. As the semester progresses, the combinations will
become more complex. A constant correlation between barre and center-work will be explored. On occasions, and depending on student needs, floor work will be included. Floor work will help students' alignment/placement. In order to facilitate improvement, students are expected to learn combinations and to remember personal and general class corrections.

**Style:** 100% Laboratory.

**Grading:** 100% class participation.

---

**Dnce 3220 Jazz Technique 6**

1 credit(s), max credits 2;

**Instructor:** Lee, Linda Talcott

**Description:** This course is the sixth of an eight-semester sequence of jazz dance technique/style. Classwork will continue to explore the eclectic range of jazz dance, covering traditional vernacular styles and the more contemporary styles of today. Focus will continue to be placed on increasing technical skill and more complex movement combinations. Stylistic qualities will be explored through improvisation, and emphasis will be placed on clarity of movement, intent, dynamics, phrasing, and expression. Successful completion of previous level or departmental approval by audition required for registration.

**Style:** 100% Laboratory.

---

**Dnce 3302 Tap Technique 4**

1 credit(s);

**Instructor:** Keane, Ellen

**Description:** This course is the fourth in a six-semester sequence of tap dance technique. This studio class will focus on intermediate skills of tap dance including pick-ups, pull-backs and wings. There will be a continuing emphasis on musicality and rhythm. The class will practice intermediate footwork and combinations, time steps, tap dance routines, and improvisation exercises.

---

**Dnce 3312 Contemporary Indian Dance 2**

OPT No Aud, 1 credit(s);

**Instructor:** Chatterjea, Ananya

**Description:** The second semester of a year-long technique sequence, this is a relatively advanced level technique class based on the Odissi classical style of Indian dance, the martial movement form Chhau, and iyengar style yoga. These forms are deconstructed and then extended to create a contemporary South Asian movement/dance form. In this second semester of this class, we will build on the base created with the classical training of the first semester, begin to deconstruct the classical and mobilize the sculpturesque positions, in order to articulate a contemporary dance language. Working with this technique will proceed through progressive work on several principles: -Articulation of the spine -Footwork and rhythmic floor patterns -Hip flexion and torso movement -Breath work.

**Style:** 5% Discussion, 95% Laboratory. Students are encouraged to see dance concerts in the broader community.

**Grading:** 40% attendance, 20% journal, 20% in-class presentation, 20% class participation.

**Exam Format:** There is no examination for this class. Students learn and perform a movement phrase created cumulatively over the last few weeks of class during the last class.

---

**Dnce 3402W Dance History 2**

3 credit(s); Meets CLE req of Writing Intensive

**Instructor:** Chatterjea, Ananya

**Description:** This is a writing intensive class where we survey the major developments in history of concert dance in the West, through the genres of ballet, modern dance, and postmodern dance. Beginning with an exploration of performances of power in the royal court of France's Louis XIV, and the development of the Romantic Ballet in France and the Ballet Russes in Russia, the course progresses through the ?modern dance? movement in the US, beginning with the legacies of Isadora Duncan and Ruth St. Denis and then looking at the development of the form through shifts brought in by choreographers such as Merce Cunningham; also touching briefly on the development of Ausdruktanz in Germany. Finally, we return to the US to examine developments in post-modern dance, and end with a brief look at Butoh in Japan and Tanztheater in Germany. How do these genre descriptors allow us to track movements in aesthetics, politics, and cultural practices?

**Style:** 40% Lecture, 20% Film/Video, 20% Discussion, 10% Small Group Activities, 10% Student Presentation.

**Grading:** 70% reports/papers, 10% attendance, 10% in-class presentation, 10% class participation.

**Exam Format:** There is no examination for this class. The final project is a term paper submitted during exam week.

---

**Dnce 3433 Articulate Body**

3 credit(s);

**Instructor:** STAFF

**Description:** This course will cover an introduction to kinesiology and biodynamics of dance. At the end of this course students will be able to apply the knowledge they gain of anatomical, physiological, and biomechanical principles to dance technique, conditioning and injury prevention. Classwork will include lecture, group exploration, readings, class projects,
demonstrations, quizzes and a final exam.

**Dnce 3434 Nutrition and Body Maintenance for Movement Artists**  
*OPT No Aud, 2 credit(s);*  
**Instructor:** Swami, Sandra Christina  
**Description:** Student may contact the instructor or department for information.

**Dnce 3495 Dance and Global Tourism**  
*OPT No Aud, 3 credit(s); Meets CLE req of Global Perspectives*  
**Instructor:** Larasati, Diyah  
**Description:** This course will focus on the dancing body and its role in the representation of national identity through global tourism. A central element of the course will be the analysis of "traditional practices" which exist and function within "artistic," nationalistic and economic contexts as well as sacred/ritual ones, often combining and redefining such spaces in the process. Among other practices, we will examine trance dances and "ritual tourism" in Bali and Java, Thailand, Cambodian and Javanese court dance, the mixing of Islamic and pre-Islamic practice in Malay culture, and the interpretation of Catholicism in Philippines and other areas of Asia.

**Dnce 3601 Dance Composition 1**  
*3 credit(s);*  
**Instructor:** Mann, Paula  
**Description:** This course is the second part of a six-semester sequence in Dance Composition. In this course, form and structural techniques will be explored through the creation, presentation and critique of solo studies. In-class work will consist of improvisation, experimentation, revision and analysis of movement in relation to space, time and energy, both as an end in itself and as a means to express ideas, emotions and narrative. Successful completion of Improvisation or departmental approval required for registration.

**Dnce 3601 Dance Composition 1**  
*3 credit(s);*  
**Instructor:** Bergeron, Maggie Marie  
**Description:** This course is the second part of a six-semester sequence in Dance Composition. In this course, form and structural techniques will be explored through the creation, presentation and critique of solo studies. In-class work will consist of improvisation, experimentation, revision and analysis of movement in relation to space, time and energy, both as an end in itself and as a means to express ideas, emotions and narrative.  
**Style:** 15% Discussion, 30% Laboratory, 15% Small Group Activities, 40% Studio.  
**Grading:** 20% attendance, 5% reflection paper, 60% in-class presentation, 15% class participation.

**Dnce 3622 Dance Production II**  
*A-F only, 2 credit(s);*  
**Instructor:** Courtright, Anthony E  
**Description:** In this year-long survey course, students will be introduced to a wide range of technical and administrative skills necessary for successfully producing dance. Coursework culminates in a group-produced live performance event in the spring semester. The economics of live performance are such that the majority of performing artists will produce their own work in various ways throughout their careers. This course is designed as a fundamental overview of the craft of producing live dance. It is intended to prepare students for future study in the technical and administrative aspects of a creative career by providing a basic understanding of both the "big picture" as well as many of the individual production elements that comprise live dance. Topics introduced include: understanding the role of producer; developing mission and vision; defining an artistic "brand?; budgeting and introduction to basic business management for the arts; fundraising & grant writing; marketing and press relations; hiring and contracting production staff; stage management & lighting for dance; costuming; sound; front of house. The intention is to build common vocabulary and create sufficient basic awareness of the major production elements in order to effectively facilitate communication between and coordinate the efforts of those elements. Great emphasis is placed upon both the practical application of skills acquired in the classroom, as well as on building effective collaborative relationship among all production team members as they work together to produce an actual dance event.

**Dnce 3700 Performance**  
*1 credit(s), max credits 4, 4 completions allowed;*  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

**Dnce 3901 Survival Strategies in Dance**  
*A-F only, 3 credit(s);*  
**Instructor:** STAFF
In this course students will explore basic strategies fundamental to a dancer's survival. Essential knowledge about injury prevention and care; the development of healthy dietary and muscular/skeletal habits; and information on career tracks in dance are covered.

Dnce 4601 Dance Composition 3
3 credit(s);
Instructor: Flink, Carl Lindsay
Description: This is the fourth and final course in the University of Minnesota dance program's four-course dance composition sequence required for completion of a B.A. major in Dance. This course focuses on deepening each student's understanding of the compositional tools they have already gained in this sequence, developing new ones, and applying these tools to their personal artistic vision in choreographing for groups. It also challenges the students to see tools and craft as only one part of the choreographic process and consider the possibility that dance making is as much about breaking and reconstructing old forms, rules and assumptions and searching for new ones. The course also focuses on continuing to develop participants' abilities as active dance observers in order to further hone their dance direction, rehearsal methodologies and ability to communicate critical feedback to other artists.
Style: 15% Lecture, 5% Film/Video, 25% Discussion, 25% Laboratory, 25% Student Presentation.
Grading: 30% attendance, 10% class participation, 60% other evaluation. 60% of the grade is based on the process and final outcome/showing of two dance composition studies focused on the creation of group dances of 4 or more performers.

Dnce 4601 Dance Composition 3
3 credit(s);
Instructor: Smith, Joan A
Description: This course is the fourth of a six-semester sequence in Dance Composition. Class work will consist of exploration and structuring of dances for groups. Course Objectives include: developing and understanding and appreciation for the craft of group choreography, exploring the creative process, discovering movement vocabulary, and acquiring skills of compositional structures for groups.

Dnce 5020 Modern Dance Technique 8
2 credit(s), max credits 4;
Instructor: Flink, Carl Lindsay
Description: This is the eighth of the tenth-section sequence of modern dance technique. It focuses on advanced modern dance technique training for students prepared for that level of achievement. Class work is based on practical application of principles of space, time and energy focusing on alignment, weight, momentum, power from the pelvic center, joint rotation, muscle tone, skeletal articulation, clarity of focus and intent, flexibility, strength, stamina and energy flow and lines through the use of breath. The specific dance forms taught in the course vary based on background of the listed instructor. Successful completion of previous level or departmental approval by audition required for registration.
Style: 100% Studio. All class time is devoted to the practical application and exploration of dance technique by the student.
Grading: 30% attendance, 20% class participation, 50% other evaluation. 50% of the grade is based on the student's achievement and skill in the dance forms examined during the course of the semester.
Exam Format: N/A

Dnce 5120 Ballet Technique 8
1 credit(s), max credits 2;
Instructor: Leon, Barry D
Description: This course is the eighth in an eight-semester sequence of ballet technique. This advanced level ballet class will emphasize and further develop the following skills: clarity of arms and head positions, a strong stance, stability and balance, coordination of the joining of steps, use of feet in jumps, the ability to reverse and remember movement combinations. Successful completion of previous level or departmental approval by audition required for registration.
Style: studio

Dnce 5495 Dance and Global Tourism
OPT No Aud, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Dnce 5601 Dance Composition 5
1 credit(s);
Instructor: Smith, Joan A
Description: This course is the final semester of a six-semester sequence in dance composition. Class work will consist of exploration and investigation of movement through independently scheduled rehearsals. Choreographic concepts will focus on the continued study of tools in the dance creation process, development and refinement of movement, and structure of group choreography and collaborative process. Successful completion of previous level and departmental approval
Dance 5993 Directed Studies
1-4 credit(s), max credits 10, 10 completions allowed;
Instructor: Chatterjea, Ananya
Description: Student may contact the instructor or department for information.

Dental Hygiene  9-406 Malcolm Moos Health Sciences Tower

**DH 2212 Dental Hygienist-Patient Relationship**
A-F only, 2 credit(s);
Instructor: STAFF
Description: This course introduces the use of clinical research and evidence-based clinical decision making when communicating scientifically based clinical therapy and treatment modalities; and promotion of active participation by the patient in clinical decision making.

**DH 2215 Oral Histology and Embryology**
A-F only, 2 credit(s);
Instructor: Gopalakrishnan, Rajaram
Description: This course introduces periodontal diseases; etiology, assessment and treatment options. It includes clinical experience in debridement, root planing with ultrasonic and hand instruments.

**DH 2221 Periodontology**
A-F only, 3 credit(s);
Instructor: STAFF
Description: This course introduces periodontal diseases; etiology, assessment and treatment options. It includes clinical experience in debridement, root planing with ultrasonic and hand instruments.

**DH 2222 Dental Hygiene Care Process Clinical Application II**
A-F only, 3 credit(s);
Instructor: STAFF
Description: This course introduces the School of Dentistry clinical systems. It covers various medical and emergency conditions affecting patient care and preventative strategies for dental diseases. It covers skill development in fluoride, sealants, and air polishing techniques. Includes evaluation of products used in the treatment of dental caries and periodontal diseases.

**DH 2231 Cariology and Applied Nutrition in Dental Hygiene Care**
A-F only, 3 credit(s);
Instructor: Danielson, Judy Ann
Description: This course introduces the use of clinical research and evidence-based clinical decision making when communicating scientifically based clinical therapy and treatment modalities; and promotion of active participation by the patient in clinical decision making.

**DH 3126 Oral and Maxillofacial Radiology Clinic I**
A-F only, 0 credit(s);
Instructor: Ahmad, Mansur
Description: Student may contact the instructor or department for information.

**DH 3151 Oral and Maxillofacial Radiology**
A-F only, 2 credit(s);
Instructor: Ahmad, Mansur
Description: Student may contact the instructor or department for information.

**DH 3227 Oral and Maxillofacial Radiology Clinic II**
A-F only, 0 credit(s);
Instructor: STAFF
Description: This course introduces exposing patient radiographs, interpretation, panoramic and extraoral technique, and quality assurance procedures.

**DH 4125W Dental Hygiene Care Process: Clinical Application V**
A-F only, 6 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course covers the advanced dental hygiene care process. You will learn to analyze patient preventive/treatment needs through case-based teaching. There is emphasis on cultural diversity, family violence issues, and using technology in patient care.

DH 4128 Oral and Maxillofacial Radiology Clinic III
A-F only, 0 credit(s);
Instructor: Blue, Christine M
Description: Student may contact the instructor or department for information.

DH 4130 Management and Supervision of a Dental Practice
A-F only, 2 credit(s);
Instructor: STAFF
Description: This course is a lecture series designed to establish skills in planning, organizing, leading, and controlling the clinical, business, and human aspects of a dental practice.

DH 4135W Research Methods in Dental Hygiene
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: In this course you will develop skills in the scientific method and analyzing research findings. There is emphasis on types of research, problem selection, hypothesis writing, research planning and design, data collection and measuring techniques, analysis and interpretation of data, and writing the research proposal.

DH 4136 Periodontology III Lecture
A-F only, 1 credit(s);
Instructor: Bakdash, Bashar
Description: Student may contact the instructor or department for information.

DH 4139 Dental Public Health and Academic Service Learning II
A-F only, 1 credit(s);
Instructor: Flynn, Priscilla Moen
Description: Student may contact the instructor or department for information.

DH 4211 Principles of Restorative Techniques II
S-N only, 3 credit(s);
Instructor: Dittmar, Susan Kyle
Description: Student may contact the instructor or department for information.

DH 4226 Dental Hygiene Care Process Clinical Application VI
A-F only, 6 credit(s);
Instructor: Ahmann, Lisa Webb
Description: Student may contact the instructor or department for information.

DH 4300 Elective Academic Service Learning Experiences and Externships
S-N only, 0-13 credit(s), max credits 13, 1 completion allowed;
Instructor: Blue, Christine M
Description: Student may contact the instructor or department for information.

DH 4303 Information Literacy
S-N only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

DH 5201 Management Internship
S-N only, 5 credit(s);
Instructor: Blue, Christine M
Description: Student may contact the instructor or department for information.

DH 5203 Capstone Project
S-N only, 5 credit(s);
Instructor: Blue, Christine M
Description: Student may contact the instructor or department for information.

**DH 5401 Research Methods in Health Sciences**
- A-F only, 3 credit(s);
- Instructor: Osborn, Joy B
- Description: Student may contact the instructor or department for information.

**DH 5403 The Discipline of Dental Hygiene**
- A-F only, 2 credit(s);
- Instructor: Blue, Christine M
- Description: Student may contact the instructor or department for information.

**DH 5407 Instructional Strategies for Effective Teaching**
- A-F only, 2 credit(s);
- Instructor: Stoltenberg, Jill L
- Description: Student may contact the instructor or department for information.

**DH 5409 Dental Hygiene Clinic Administration**
- A-F only, 2 credit(s);
- Instructor: Ahmann, Lisa Webb
- Description: Student may contact the instructor or department for information.

**DH 5413 Dental Hygiene Supervised Clinic Student Teaching**
- A-F only, 3 credit(s);
- Instructor: Stoltenberg, Jill L
- Description: Student may contact the instructor or department for information.

**DH 5415 Dental Hygiene Supervised Didactic Course Student Teaching**
- A-F only, 1-3 credit(s), max credits 6;
- Instructor: Stoltenberg, Jill L
- Description: Student may contact the instructor or department for information.

**DH 7777 Thesis**
- S-N only, 10 credit(s);
- Instructor: Blue, Christine M
- Description: Student may contact the instructor or department for information.

---

**Dental Therapy**

**DT 3130 Preclinical Pediatric Dentistry**
- A-F only, 2 credit(s);
- Instructor: Yesil, Jasmine
- Description: Student may contact the instructor or department for information.

**DT 3212 Local Anesthesia and Pain Management**
- A-F only, 2 credit(s);
- Instructor: Kademani, Deepak
- Description: Student may contact the instructor or department for information.

**DT 3230 Oral and Maxillofacial Radiology**
- A-F only, 2 credit(s);
- Instructor: Ahmad, Mansur
- Description: Student may contact the instructor or department for information.

**DT 3250 Oral Histology and Embryology**
- A-F only, 2 credit(s);
- Instructor: Gopalakrishnan, Rajaram
- Description: Student may contact the instructor or department for information.
DT 3331 Provider Patient Relationships
A-F only, 2 credit(s);
Instructor: Tinberg, RDH, BS, Jacqueline A
Description: Student may contact the instructor or department for information.

DT 3332 Cariology and Applied Nutrition in Dental Therapy Care
A-F only, 3 credit(s);
Instructor: Danielson, Judy Ann
Description: Student may contact the instructor or department for information.

DT 3410 Applied Dental Biomaterials
A-F only, 1 credit(s);
Instructor: Combe, Edward Charles
Description: Student may contact the instructor or department for information.

DT 3471 Prosthodontic Topics for Dental Therapy
S-N only, 2 credit(s);
Instructor: Self, Karl D
Description: Student may contact the instructor or department for information.

DT 4335 Dental Practice Management
A-F only, 2 credit(s);
Instructor: Stull, Cyndee
Description: Student may contact the instructor or department for information.

DT 4337 Dental Public Health and Service Learning II
A-F only, 2 credit(s);
Instructor: Flynn, Priscilla Moen
Description: Student may contact the instructor or department for information.

DT 4338W Research Methods in Dental Therapy
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Osborn, Joy B
Description: Student may contact the instructor or department for information.

DT 4359 Introduction to Outreach Experiences
S-N only, 0 credit(s);
Instructor: Schulz DDS, Paul D
Description: Student may contact the instructor or department for information.

DT 4460 Essentials of Clinical Care I For the Dental Therapist
S-N only, 1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: Nadeau, Richard D
Description: Student may contact the instructor or department for information.

DT 5130 Preclinical Pediatric Dentistry
A-F only, 2 credit(s);
Instructor: Yesil, Jasmine
Description: Student may contact the instructor or department for information.

DT 5212 Local Anesthesia and Pain Management
A-F only, 2 credit(s);
Instructor: Kademani, Deepak
Description: Student may contact the instructor or department for information.

DT 5230 Oral and Maxillofacial Radiology
A-F only, 2 credit(s);
Instructor: Ahmad, Mansur
Description: Student may contact the instructor or department for information.
DT 5250 Oral Histology and Embryology
A-F only, 2 credit(s);
Instructor: Gopalakrishnan,Rajaram
Description: The oral histology and embryology portion of this course focuses on basic knowledge of human embryology with emphasis on development of the oro-facial region, including the development of the face, palate and teeth. Structural microscopic anatomy of the oral hard and soft tissues is emphasized to provide a sound background for rendering clinical treatment. Examples of clinical and histopathologic variations of the hard and soft tissues will be presented to demonstrate clinical relevance. The material presented in this portion of the course is based upon you having a working knowledge of the general histology of cells and tissues as presented in DDS 6214 General Histology. The genetics portion of this course focuses on human chromosomes, single gene traits, complex traits, population genetics and genetic diagnosis. These topics provide a sound background for understanding chromosomal anomalies, the genetics of oral and maxillofacial conditions such as facial clefts, periodontal disease and oral cancer. Upon successful completion of the course, the student will be able to critically evaluate histologic appearance of normal tissues, understand the important developmental processes, and the structural specialization of the cells and tissues of the oral cavity. This is a basic course that should prepare the student for critical thinking and improve their problem-solving ability necessary for other basic and clinical courses.

DT 5331 Provider Patient Relationships
A-F only, 2 credit(s);
Instructor: Tinberg,RDH, BS,Jacqueline A
Description: Student may contact the instructor or department for information.

DT 5332 Cariology and Applied Nutrition in Dental Therapy Care
A-F only, 3 credit(s);
Instructor: Danielson,Judy Ann
Description: Student may contact the instructor or department for information.

DT 5335 Dental Practice Management
A-F only, 2 credit(s);
Instructor: Stull,Cyndee
Description: Student may contact the instructor or department for information.

DT 5337 Dental Public Health and Service Learning II
A-F only, 2 credit(s);
Instructor: Flynn,Priscilla Moen
Description: Student may contact the instructor or department for information.

DT 5338W Research Methods in Dental Therapy
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Osborn,Joy B
Description: Student may contact the instructor or department for information.

DT 5359 Introduction to Outreach Expereinces
S-N only, 0 credit(s);
Instructor: Schulz DDS,Paul D
Description: Student may contact the instructor or department for information.

DT 5410 Applied Dental Biomaterials
A-F only, 1 credit(s);
Instructor: Combe,Edward Charles
Description: Student may contact the instructor or department for information.

DT 5460 Essentials of Clinical Care I For the Dental Therapist
S-N only, 1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: Nadeau,Richard D
Description: Student may contact the instructor or department for information.

DT 5471 Prosthodontic Topics for Dental Therapy
S-N only, 2 credit(s);
Instructor: Self,Karl D
Dentistry  15-209 Malcolm Moos Health Sciences Tower

Dent 6465 Emergency Clinic  
S-N only, 2 credit(s);  
Instructor: Miller, Robert Rodange  
Description: Student may contact the instructor or department for information.

Dent 6515 Pediatric Dentistry Clinic  
A-F only, 5 credit(s);  
Instructor: Yesil, Jasmine  
Description: Student may contact the instructor or department for information.

Dent 6622 Periodontology Clinic  
A-F only, 2 credit(s);  
Instructor: Carlson, Jeffrey F  
Description: Student may contact the instructor or department for information.

Dent 6714 Endodontic Topics for the General Dentist  
S-N only, 0 credit(s);  
Instructor: Schwensohn, Jane Marie  
Description: Student may contact the instructor or department for information.

Dent 6840 Introduction to CAD/CAM CEREC Restorations  
S-N only, 2 credit(s);  
Instructor: Zidan, Omar  
Description: Student may contact the instructor or department for information.

Dent 7021 Contemporary Diagnosis and Management of Orofacial Pain  
A-F only, 1 credit(s);  
Instructor: Bowles, Walter Ray  
Description: Student may contact the instructor or department for information.

Dent 7032 Field Experience: Administration in a Multidisciplinary Health Center  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Shuman, Stephen K  
Description: Student may contact the instructor or department for information.

Dent 7033 Teaching and Evaluation in Dentistry  
A-F only, 3 credit(s);  
Instructor: Born, David Omar  
Description: Student may contact the instructor or department for information.

Dent 7052 Oral and Maxillofacial Radiologic Interpretation  
A-F only, 2 credit(s);  
Instructor: Ahmad, Mansur  
Description: Student may contact the instructor or department for information.

Dent 7061 Special Oral Pathology I  
A-F only, 0 credit(s);  
Instructor: Rohrer, Michael D  
Description: Student may contact the instructor or department for information.

Dent 7062 Special Oral Pathology II  
A-F only, 2 credit(s);  
Instructor: Rohrer, Michael D  
Description: Student may contact the instructor or department for information.
Dent 7071 General Practice Residency Dental Clinic
S-N only, 13 credit(s), max credits 52, 4 completions allowed;
Instructor: Gambucci, James Robert
Description: Student may contact the instructor or department for information.

Dent 7101 Management Philosophy for Dental Practices
S-N only, 1 credit(s);
Instructor: Hinrichs DDS, MS, James Edward
Description: Student may contact the instructor or department for information.

Dent 7111 Current Literature Review in Dentistry
S-N only, 2 credit(s);
Instructor: Conrad, Heather Joan
Description: Student may contact the instructor or department for information.

Dent 7112 Treatment Planning Seminar
A-F only, 2 credit(s), max credits 4;
Instructor: Conrad, Heather Joan
Description: Student may contact the instructor or department for information.

Dent 7121 Psychological Issues in Medical and Dental Patient Management
1 credit(s);
Instructor: Hathaway, Kate M
Description: Student may contact the instructor or department for information.

Dent 7991 Independent Study
OPT No Aud, 1-4 credit(s), max credits 8;
Instructor: Shuman, Stephen K
Description: Student may contact the instructor or department for information.

Dent 8031 Topics and Problems in Dental Education
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Born, David Omar
Description: Student may contact the instructor or department for information.

Dent 8090 Evidence-based Clinical Pediatric Dentistry
A-F only, 2 credit(s);
Instructor: Karp, Jeffrey Michael
Description: Student may contact the instructor or department for information.

Dent 8100 Topics in Advanced Periodontology: Literature Review
2 credit(s);
Instructor: Costalonga, Massimo
Description: Student may contact the instructor or department for information.

Dent 8120 Advanced Principles and Techniques of TMJ and Orofacial Pain Disorders
A-F only, 3 credit(s);
Instructor: Schiffman DDS, MS, Eric L
Description: Student may contact the instructor or department for information.

Dent 8121 Current Literature in TMJ and Craniofacial Pain
A-F only, 1 credit(s);
Instructor: John, Mike Torsten
Description: Student may contact the instructor or department for information.

Dent 8123 Advanced Topics in Orofacial Pain
A-F only, 3 credit(s);
Instructor: Mulet Pradera DDS, MS, Marion
Description: Student may contact the instructor or department for information.
Design 240 McNeal Hall

Des 1101w Introduction to Design Thinking
A-F only, 4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
Instructor: Hemmis, Patricia
Description: Course Description: Students in DES 1101w will explore, through lecture and hands-on projects, the many ways that design thinking has become a powerful force in the 21st century. On the one hand, design methods and processes are seen as an important means of tackling complex social and cultural problems. On the other hand, designers stimulate desire and need through their manipulation of the form and function of places and objects. Designers are asked to re-think and re-shape processes as well as products. Design production has expanded to include the design of interactions, communications services, and collaborations. Design thinking is a crucial means of fostering creativity and innovation when employed as a problem-solving tool in such fields as business or medical practice. More than ever, designers are called upon to place human needs at the center of their design engagement. As a result, design thinking has become a powerful tool to address issues such as sustainability and social justice, at both a macro and micro level. Audience: This course is intended for undergraduate students who are interested in learning how design thinking and design processes can be used as a catalyst for exploration, innovation and research. Rationale: This course exposes students to many facets of design thinking and provides them with an interdisciplinary perspective about design and human behavior. DES 1101w offers the opportunity to raise awareness about the value and the power of design thinking in our culture. Readings, Notes and Handouts: All course materials will be posted to the DES 1101w course website. Style: 50% Lecture, 15% Film/Video, 25% Small Group Activities, 10% Guest Speakers. Students complete and present two hands-on group projects on design topics. Students work on projects in recitation periods, although outside time is also necessary. Grading: 30% reports/papers, 30% special projects, 35% quizzes, 5% reflection paper. Exam Format: Exams are composed of short answer, essay, and fill in the blank. Exams require students to identify and apply course concepts

Des 1111 Creative Problem Solving
A-F only, 3 credit(s);
Instructor: Hokanson, Brad
Description: How we generate new ideas is a critical skill in any field. It is a skill that can be employed on a small project or on a large project, but it must be developed and practiced. All of us can improve our capability for creative output and innovation. This course presents classic and new techniques through student activities, research, papers, projects, and exams. The use and mastery of creativity is the goal for this class and this semester. Assignments, lectures, discussions, and projects all will focus on this development of creative skills. This is the course that is the center of student activities at the University; it is the one course that deals most directly with creativity and creation. It is not directly about artistic creation; creativity is needed in all fields including business, engineering, medicine, and sociology. The nature of a student's university experience, particularly as a first year student, is a unique and different cognitive experience. Students must learn to think logically, utilize their critical thinking skills, explore ideas and to combine, integrate, and re-invent the way they think. No longer is a paper limited to a reiteration of the same information. Independent thought is now required of
Des 1111H Honors: Creative Problem Solving
A-F only, 3 credit(s); Hokanson, Brad

**Description:** How we generate new ideas is a critical skill in any field. It is a skill that can be employed on a small project or on a large project, but it must be developed and practiced. All of us can improve our capability for creative output and innovation. This course presents classic and new techniques through student activities, research, papers, projects, and exams. The use and mastery of creativity is the goal for this class and this semester. Assignments, lectures, discussions, and projects will all focus on this development of creative skills. This is the course that is the center of student activities at the University; it is the one course that deals most directly with creativity and creation. It is not directly about artistic creation; creativity is needed in all fields including business, engineering, medicine, and sociology. The nature of a student's university experience, particularly as a first year student, is a unique and different cognitive experience. Students must learn to think logically, utilize their critical thinking skills, explore ideas and to combine, integrate, and re-invent the way they think. No longer is a paper limited to a reiteration of the same information. Independent thought is now required of students, however, need the ability to go beyond linear, expected thinking and to be creative. Creativity is a skill that can be taught. It requires extensive work by the learners, but the lessons, while not conveying traditional content, will advance the learner in many ways. The principal activity of the course is the completion of a series of “differents”. Starting from your own level of creativity, these exercises will challenge you to push your own limits.

**Grading:**
- 10% Lecture, 20% Discussion, 10% Laboratory, 20% Small Group Activities, 10% Demonstration, 5% Field Trips, 10% Guest Speakers, 5% Web Based.

Des 1202 Discovering Majors and Careers
A-F only, 1 credit(s);
Hruska, Elizabeth Suzanne

**Description:** Description: Are you anxious or stressed about picking a major or finding a career you'll enjoy? Would you like to actively investigate your major and career options in more detail and explore how they relate to you? Discovering Majors and Careers Course guides you in learning more about your unique strengths, values, interests, skills, and personality. Then we explore how your unique characteristics relate to the world of majors at the U, and how you can use your major to find a career you'll enjoy. We'll also help you to discover how internships, community service, work experience, travel and networking (both in-person and social media) can positively impact your future success. The goal of the class is to help you be proactive about the future and learn strategies that will help with a lifetime of decision making.

**Style:** 30% Lecture, 5% Film/Video, 30% Discussion, 30% Small Group Activities, 5% Guest Speakers.

Des 1904 Freshman Seminar: Drawing Calm in Chaos - Twin Cities to Tokyo
A-F only, 3 credit(s), max credits 6; Meets CLE req of Global Perspectives
Fogg, Monica

**Description:** This seminar explores how the ritual of drawing is a way to find calm within chaos. Finding calm is sure to be beneficial and necessary for any busy college student! Through various exercises, you will learn to draw without fear, regardless of your skill level, and begin demystifying the process of drawing. We will explore this further by traveling to Japan over spring break to seek inspiration for our drawing and to explore a culture historically rich in both ritual and the application of aesthetics to everyday life. In both the Twin Cities and Tokyo, we will visit working artists and museums and discuss drawing-as-ritual. We will visit cultural and meditative spaces, considering the impact of aesthetics on experience.
We will draw upon urban experiences and couple that with an immersive and contemplative experience outside the chaos of the city. Activities will include drawing our every day experiences, rituals, memories, stories and sites. We will also practice mindful centering in the process of drawing and explore visualization, storytelling, idea evolution, and ideation-without-judgment. People of diverse skill levels will have a chance to tap into creative processes, sharpen their ability to see (the real world as well as the imagined), and build visual communication.

A-F only, 3 credit(s), max credits 3, 1 completion allowed;
Instructor: Singh, Virajita
Description: Creativity leads the way through the chaotic times we live in. Discover the medium of a visual journal in this course and embark on your personal creative journey in community. A visual journal is a place to record your thoughts and emotions, evolve ideas, observe the world, dream and design a better world.

Des 1909W Freshman Seminar: Design in Scotland
A-F only, 3 credit(s), max credits 6; Meets CLE req of Writing Intensive
Instructor: Boyd Brent, James W
Description: The United Kingdom has a rich history of visual communication in design; modern Minneapolis is a center for graphic design in the US. This Freshman Seminar Abroad will explore visual communication in northern England and southern Scotland, and focus on how it has shaped culture in the region. We will also compare aspects of contemporary US design culture in Minneapolis. There is a study abroad trip during spring break 2013. In this seminar, you will see how Roman occupiers of Britain, from the first to fifth centuries, used writing and inscriptions to promote their authority and their culture. You will also witness how writing was used in monasteries in the so-called Dark Ages to help keep the culture alive, explore the important role of visual communication in promoting democratic values in education, and examine innovations in modern graphic design. From numerous examples, you will appreciate the importance of visual communication and why design and its execution matter! Excursions and activities will assist in illuminating the program coursework. The program will be based in Newcastle, England and we will also visit the Glasgow school of Art in Scotland. There will be interesting excursions in Northumbria and in the Scottish Borders.

Des 2101 Design and Visual Presentation
A-F only, 3 credit(s);
Instructor: Fogg, Monica
Description: Design and Visual Presentation has two basic goals: 1 - increase design acuity (awareness of design principles in concept and action); 2 - develop design craft with basic skills in Adobe Creative Suite and Microsoft PowerPoint. Course materials, lectures, and project submissions will be online with one 1-hour assisted lab session (optional) per week. In addition, students will submit 3 hard copies during the semester. On the First Friday of the semester, there is one OPTIONAL meeting in classroom, for those who want to meet instructors and ask questions in person at the start of the semester. This course introduces basic design practices used in presentation. Students will design and create projects that develop design skills useful in today's society. They will engage in the evaluation, discussion and activity of visual problem solving. Participants will gain skill in conceptual thinking and problem-solving while learning common computer and manual applications. Students will practice use of images, type, color, form, sequencing and layout. Course is oriented toward the beginner. There will be written exam/s on the readings and lectures. Coursework consists of readings, exercises as well as online presentations, quizzes and discussions.
Style: It is expected that, between online learning (lectures, discussions), project development and occasional classroom presence, students will work approximately 8-9 hours per week.

Des 3160 Topics in Design: Furniture Design Practice
A-F only, 4 credit(s), max credits 24, 6 completions allowed;
Instructor: Oliphant, Thomas Arthur
Description: DES 3160: Topics: Furniture Design, Practice One of the hardest things about a creative act is learning how to start making something before you know what it is. The simplest objects are always more formally complicated than the mind can accurately imagine. This course teaches basic methods of three-dimensional design via the making of furniture using direct-construction?a fast, loose & ad-hoc ?boys-club-fort-building? method of discovering and visualizing while making. The results will not conventionally pretty, but they will be real, functioning, cultural things. Direct-construction-design is an ideal means to learn Design Process in a tangible satisfying way. It will provide a powerful context for other professional skills addressing any creative, design and planning practice. All exercises will be dependent on the student connecting to ideas beyond commonly recognized boundaries of the furniture. Think ?chairness not chairs?. I will teach basic MIG welding and wood joinery to provide fast, viable structures; ?surfacing? methods in wood, foam and fabric composites; and an introduction to mould making and casting. You do not need to be good at making, but you must be game to try. Course Structure: Twice weekly studio course -individual projects according to issued project guidelines - formal instructor presentation and demonstration of concepts and skills - informal instructor dialogue: individual and group - individual presentation & group critique - instructor evaluation - course assessment via anonymous individual & group questionnaire Materials: Students must budget $150 for materials in lieu of a course text. Materials will be bundle purchased for conformity and best price. Sample Bibliography: ?How to Design a Chair?, the Design Museum. Conran
Des 3311 Travels in Typography

Instructor: Moran, Bill
Description: Travels in Typography: A hands-on survey. From Gutenberg to Gill, from papyrus to paper, immerse yourself in the tactile qualities of the printed word. This class will map the development of writing and its offspring, movable type, using the exceptional resources of the internationally-renowned James Ford Bell Library at the University of Minnesota. Throughout the semester students will use the Bell Library’s rare book and map collection to undertake hands-on design exercises that take them on a historical and practical tour of all the major developments in typography, including hand lettering, historiography, design and making.

Des 3309 Storytelling and Design

Instructor: Peters, Stephen Michael
Description: This class addresses the principles of storytelling as they impact presentation skills. Story elements, selection, and delivery will be practiced in oral and non-verbal forms and understood as they apply to disciplines within and beyond academia. The majority of work in the course directly deals with two communication methods, speaking and writing. The course itself focuses on and builds out from the tradition of oral storytelling, aiming toward telling stories designed to enliven professional presentations and, in one assignment, fashioning micro-stories for job interviews. Students will develop and present six stories; each is evaluated and critiqued by the instructor and the storyteller’s peers for structure, clarity, pacing, and interaction with the audience. In addition, each class session has a reading component and, in most cases, a written response to the reading or a recording of their stories in written form is assigned. A rubric for evaluating their performance is used and is included with the syllabus.

Style: 30% Lecture, 20% Discussion, 30% Small Group Activities, 20% Guest Speakers. In class activities include both individual reflection activities and small group discussions.
Grading: 46% reports/papers, 46% special projects, 8% class participation.

Des 3201 Career and Internship Preparation for Design

Instructor: Rechtzigel, Dana Lee
Description: This class is ideal for undergraduate students in Design majors or minors who are confident they are in the right major and want to begin seeking jobs and internships related to their career goals. Career and Internship Preparation for Design will walk you through the internship or job search process step by step to help you feel more confident in your ability to secure positions in your industry area. Through in-class presentations and activities, you will identify your top skills/strengths and learn how to market these qualities through cover letters, resumes, portfolios and job interviews. Additionally, you will learn the best resources and strategies for finding job openings in your field. Students will also have several opportunities to get advice and insight from industry professionals. Note: If you are still uncertain about your career plans or questioning your major, DES 1202, Discovering Majors and Careers, may be a more appropriate course.

Style: 30% Lecture, 20% Discussion, 30% Small Group Activities, 20% Guest Speakers. In class activities include both individual reflection activities and small group discussions.
Grading: 55% reports/papers, 25% special projects, 5% attendance, 10% class participation, 5% other evaluation.

Des 3201 Career and Internship Preparation for Design

Instructor: Perman, Heidi J
Description: This class is ideal for undergraduate students in Design majors or minors who are confident they are in the right major and want to begin seeking jobs and internships related to their career goals. Career and Internship Preparation for Design will walk you through the internship or job search process step by step to help you feel more confident in your ability to secure positions in your industry area. Through in-class presentations and activities, you will identify your top skills/strengths and learn how to market these qualities through cover letters, resumes, portfolios and job interviews. Additionally, you will learn the best resources and strategies for finding job openings in your field. Students will also have several opportunities to get advice and insight from industry professionals. Note: If you are still uncertain about your career plans or questioning your major, DES 1202, Discovering Majors and Careers, may be a more appropriate course.

Style: 30% Lecture, 20% Discussion, 30% Small Group Activities, 20% Guest Speakers.
Grading: 5% Lecture, 20% Discussion, 20% Small Group Activities, 20% Guest Speakers.

Des 3309 Storytelling and Design

Instructor: Peters, Stephen Michael
Description: This class addresses the principles of storytelling as they impact presentation skills. Story elements, selection, and delivery will be practiced in oral and non-verbal forms and understood as they apply to disciplines within and beyond academics. The majority of work in the course directly deals with two communication methods, speaking and writing. The course itself focuses on and builds out from the tradition of oral storytelling, aiming toward telling stories designed to enliven professional presentations and, in one assignment, fashioning micro-stories for job interviews. Students will develop and present six stories; each is evaluated and critiqued by the instructor and the storyteller’s peers for structure, clarity, pacing, and interaction with the audience. In addition, each class session has a reading component and, in most cases, a written response to the reading or a recording of their stories in written form is assigned. Selected presentations by the students are video recorded and are reviewed with individual students in individual meetings. A rubric for evaluating their performance is used and is included with the syllabus.

Style: 5% Lecture, 25% Discussion, 15% Small Group Activities, 50% Student Presentation, 5% Demonstration.
Grading: 15% reports/papers, 15% reflection paper, 60% in-class presentation, 10% class participation.
Des 3331 Street Life Urban Design Seminar
A-F only, 3 credit(s);
Instructor: Christensen, Carrie Ann
Description: The street is our civic common ground. To study the street is to assign a value to this most public of urban spaces. Through exploration, interrogation and reflection students will take steps in tending to the physical, social and cultural life of the street. Students will also have the chance to reflect on and engage with local streets through public history, public art, and public participation processes.
Style: 20% Lecture, 10% Film/Video, 20% Discussion, 10% Small Group Activities, 10% Student Presentation, 10% Field Trips, 10% Guest Speakers, 10% Service Learning.
Grading: 20% reports/papers, 60% special projects, 5% attendance, 10% reflection paper, 5% in-class presentation.

Des 3341 (un)Wrapping It Up: New Materials for Design, Design for New Materials
A-F only, 3 credit(s);
Instructor: Wright, Bruce N
Description: Are you interested in Architecture and product design? Do you feel restricted by wood, stone and plastic? Learn how new materials influence your work! In this seminar, we will explore the nature of new high-tech materials that have been revolutionizing many design arenas, from architecture to clothing, from products to landscapes and in between. A highly popular recent Cooper-Hewitt National Design Museum exhibition, "Extreme Textiles: Designing for High Performance," brought international attention to this exciting field of material development, as examples of specialty textiles carried scientific instruments to the surface of Mars, helped bring first responders safely back from volatile environments, and one billion people watched soccer teams compete for the World Cup in fabric-clad stadiums. In this course, students will learn about new materials - such as high-tech fabrics, foils, electrotextiles, and so-called "intelligent textiles" that respond to environmental stimuli - through hands-on materials research and testing of prototypes. Cross-disciplinary student teams will explore "appropriate use" modeling and applications, testing their design ideas through several quick one-week projects, leading to a larger, more integrated project at term's end. Seminar instructor: Bruce Wright, Editor, Fabric Architecture magazine.

Des 4160 Topics in Design: Contemporary Sustainable Neighborhoods
A-F only, 3 credit(s), max credits 24, 6 completions allowed;
Instructor: Strong, Richard B.
Description: Student may contact the instructor or department for information.

Des 4301 Design Minor Seminar
A-F only, 3 credit(s);
Instructor: Hemmis, Patricia
Description: In this course, we will examine the powerful role of metaphors and related tropes when conceptualizing meanings within the designed environment. We will explore Lakoff and Johnson's notion that "our ordinary conceptual system is metaphorical in nature, and that as a result, metaphors affect the ways we perceive, think and act." We will use these ideas to raise questions about the role of tropes in the designed environment. Through discussion and assignments, students will analyze fundamental metaphoric conceptualizations in addition to identifying and analyzing newly emerging metaphors. We will examine the current role of metaphor in the design process and explore the possibility of an expanded usefulness.

Des 5185 Human Factors in Design
A-F only, 3 credit(s);
Instructor: Dunne, Lucy Elizabeth
Description: Human Factors in Design is an introductory course in which we explore the various facets of human factors through the lens of design. We begin with the physical body (anthropometrics, physical ergonomics, sensory experiences), and move through cognition (attention, decision-making, HCI) to emotion (social issues, user experience.) This course assumes no prior exposure to human factors engineering or design: we apply theories and methods of assessing and addressing human factors through a product analysis project and a user-centered product design project. Typically the class is made up of students drawing from a wide variety of disciplines and experiences. **NEW THIS YEAR** Through a sponsorship by Nokia, we will be focusing on mobile phones in the course product design project (*widely* interpreted). Each student will receive a Nokia N8 smart phone to work with for the duration of the semester.
Style: 50% Lecture, 10% Film/Video, 10% Discussion, 15% Small Group Activities, 5% Student Presentation, 5% Studio, 5% Guest Speakers.

Des 5201 Career and Job Search Preparation for Graduate Students
S-N only, 1 credit(s);
Instructor: Okstad, Brian Clay
Des 8103 Qualitative and Mixed Methods Research
A-F only, 3 credit(s);
Instructor: Bruin,Marilyn J
Description: Student may contact the instructor or department for information.

Des 8112 Design Theory
A-F only, 3 credit(s);
Instructor: Martinson,Barbara Elizabeth
Description: Student may contact the instructor or department for information.

Des 8151 Product Development
A-F only, 3 credit(s);
Instructor: LaBat,Karen Louise
Description: Student may contact the instructor or department for information.

Des 8181 Research Ethics
S-N only, 1 credit(s);
Instructor: Bruin,Marilyn J
Description: Student may contact the instructor or department for information.

Development Studies and Social Change 537 Heller Hall

DSSC 8112 Scholarship and Public Responsibility
S-N only, 2 credit(s);
Instructor: Aminzade,Ron R
Description: Student may contact the instructor or department for information.

DSSC 8212 Doctoral Research Workshop in Development Studies and Social Change
S-N only, 1 credit(s);
Instructor: Levison,Deborah
Description: Student may contact the instructor or department for information.

DSSC 8310 Topics in Development Studies and Social Change
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Scheman,Naomi
Description: Student may contact the instructor or department for information.

Doctor of Dental Surgery 15-209 Malcolm Moos Health Sciences Tower

DDS 6113 Periodontology III Lecture
A-F only, 1.5 credit(s);
Instructor: Bakdash,Bashar
Description: Student may contact the instructor or department for information.

DDS 6122 Periodontology Clinic
A-F only, 4 credit(s);
Instructor: Bakdash,Bashar
Description: Student may contact the instructor or department for information.

DDS 6131 Pediatric Dentistry Pre-Clinic
A-F only, 1.7 credit(s);
Instructor: Yesil,Jasmine
Description: Student may contact the instructor or department for information.

DDS 6141 Pediatric Dentistry Clinic
A-F only, 3.6 credit(s);
Instructor: Yesil, Jasmine
Description: Student may contact the instructor or department for information.

**DDS 6151 Pain and Anxiety Control**
A-F only, 1.2 credit(s);
Instructor: Kademani, Deepak
Description: Student may contact the instructor or department for information.

**DDS 6153 Oral and Maxillofacial Surgery II**
A-F only, 1.2 credit(s);
Instructor: Hughes, Pamela Jean

**DDS 6153 Oral and Maxillofacial Surgery II**
A-F only, 1.2 credit(s);
Instructor: Swift, James Q

**DDS 6161 Oral & Maxillofacial Surgery Clinic Rotation**
S-N only, 2.5 credit(s);
Instructor: Swift, James Q
Description: Student may contact the instructor or department for information.

**DDS 6172 Orthodontics II**
A-F only, 1.5 credit(s);
Instructor: De Felippe, Nanci Lara
Description: Student may contact the instructor or department for information.

**DDS 6181 Orthodontic Clinic Rotation**
S-N only, 0.2 credit(s);
Instructor: De Felippe, Nanci Lara
Description: Student may contact the instructor or department for information.

**DDS 6211 Introduction to Oral Biology**
S-N only, 0.6 credit(s);
Instructor: Rudney, Joel David
Description: Student may contact the instructor or department for information.

**DDS 6215 Dental Pharmacology**
A-F only, 3 credit(s);
Instructor: Lichtblau PhD, Leonard
Description: Student may contact the instructor or department for information.

**DDS 6231 Physical Evaluation I**
A-F only, 2.9 credit(s);
Instructor: Hamamoto, Darryl T
Description: Introduction to Oral Medicine and Diagnosis (Physical Evaluation I) is a dental course presenting essential aspects of patient evaluation that you will use during the examination of all patients in the various adult clinical programs in the School of Dentistry. For every adult patient that is admitted to the dental school program, it is required that a complete database be collected and a comprehensive diagnosis be determined prior to providing nonemergency dental treatment. This course is the first of two courses (along with Physical Evaluation II). The goal of these two courses is for you to learn the basic skills that you will need to 1) assess the medical history and physical status of a dental patient, 2) determine the condition of the patient’s oral structures, and 3) formulate and document in the dental record a plan to manage the care of the patient’s oral health from both a medical and dental perspective. Physical Evaluation I builds upon what you have learned in previous courses or are learning in concurrent courses including, but not limited to, Gross Anatomy, Physiology, Neuroscience, and Biochemistry. Physical Evaluation I will teach you important concepts that will be built upon in Physical Evaluation II. Furthermore, the concepts and skills that you learn in these two courses will be the foundation of the clinical skills that you will need to become competent in Comprehensive Patient Evaluation.

Style: 67% Lecture, 18% Laboratory, 15% Small Group Activities.

Grading: 45% mid exam, 45% final exam, 10% class participation.

Exam Format: short answer, multiple choice, dental record entry

DDS 6232 Physical Evaluation II
A-F only, 2.2 credit(s);
Instructor: Rhodus, Nelson L
Description: This is a READING, LECTURE and PROBLEM-BASED CASE PARTICIPATION series designed to review physical evaluation of common medical-systemic problems encountered in dental practice and to introduce the dental student to the principles of recognition and management of dental patients with these medical problems. The foundation upon which the principles of medical management is based is thorough evaluation, and recognition of the medically compromised patient. The course is designed to meet the practical needs for encountering dental patients in the clinical setting. The series of class meetings in this course will be dedicated to these objectives. A thorough understanding of the textbook is essential to accomplishing the specific objectives.

Style: 100% Lecture.

Grading: 20% mid exam, 30% final exam, 20% reports/papers, 20% quizzes, 10% class participation. PARTICIPATION (lecture, quizzes, labs, cases, exercises**) : 50% MIDTERM EXAM : 20% FINAL COMPREHENSIVE EXAMINATION : 30% Final scores will be curved to class maximum.

DDS 6233 Oral and Maxillofacial Radiology
A-F only, 2 credit(s);
Instructor: Ahmad, Mansur
Description: Student may contact the instructor or department for information.

DDS 6235 Oral Radiology Preclinical Lab I
S-N only, 0.9 credit(s);
Instructor: Ahmad, Mansur
Description: Student may contact the instructor or department for information.

DDS 6241 Oral Medicine/Diagnosis Clinic I
S-N only, 0.7 credit(s);
Instructor: Rhodus, Nelson L
Description: Student may contact the instructor or department for information.

DDS 6243 Oral Radiology Clinic
S-N only, 0.5 credit(s);
Instructor: Ahmad, Mansur
Description: Student may contact the instructor or department for information.

DDS 6251 Oral Histology and Embryology and Medical Genetics
A-F only, 2.6 credit(s);
Instructor: Gopalakrishnan, Rajaram
Description: The oral histology and embryology portion of this course focuses on basic knowledge of human embryology with emphasis on development of the oro-facial region, including the development of the face, palate and teeth. Structural microscopic anatomy of the oral hard and soft tissues is emphasized to provide a sound background for rendering clinical treatment. Examples of clinical and histopathologic variations of the hard and soft tissues will be presented to demonstrate clinical relevance. The material presented in this portion of the course is based upon you having a working knowledge of the general histology of cells and tissues as presented in DDS 6214 General Histology. The genetics portion of this course focuses on human chromosomes, single gene traits, complex traits, population genetics and genetic diagnosis. These
topics provide a sound background for understanding chromosomal anomalies, the genetics of oral and maxillofacial conditions such as facial clefts, periodontal disease and oral cancer. Upon successful completion of the course, the student will be able to critically evaluate histologic appearance of normal tissues, understand the important developmental processes, and the structural specialization of the cells and tissues of the oral cavity. This is a basic course that should prepare the student for critical thinking and improve their problem-solving ability necessary for other basic and clinical courses.

**DDS 6252 Oral and Maxillofacial Pathology**  
A-F only, 3.1 credit(s);  
**Instructor:** Koutlas, Ioannis George  
**Description:** Student may contact the instructor or department for information.

**DDS 6312 Comprehensive Care Clinic I**  
S-N only, 4 credit(s);  
**Instructor:** Mills, Eric Andrew  
**Description:** Student may contact the instructor or department for information.

**DDS 6313 Comprehensive Care Clinic II**  
S-N only, 4 credit(s);  
**Instructor:** Gambucci, James Robert  
**Description:** Student may contact the instructor or department for information.

**DDS 6322 Treatment Planning Clinic II**  
A-F only, 1 credit(s);  
**Instructor:** Nadeau, Richard D  
**Description:** Student may contact the instructor or department for information.

**DDS 6332 Prevention and Oral Health Promotion**  
S-N only, 2.3 credit(s);  
**Instructor:** Born, David Omar  
**Description:** Student may contact the instructor or department for information.

**DDS 6334 Professional Problem Solving**  
S-N only, 0.8 credit(s);  
**Instructor:** Quick, Karin  
**Description:** Student may contact the instructor or department for information.

**DDS 6335 Professional Problem Solving**  
S-N only, 0.3 credit(s);  
**Instructor:** Quick, Karin  
**Description:** Student may contact the instructor or department for information.

**DDS 6336 Dental Practice Management**  
A-F only, 2 credit(s);  
**Instructor:** Stull, Cyndee  
**Description:** Student may contact the instructor or department for information.

**DDS 6339 Emergency Preparedness**  
S-N only, 0.8 credit(s), max credits 1.6;  
**Instructor:** Meyer, Carol Mary  
**Description:** Student may contact the instructor or department for information.

**DDS 6340 Medical Emergencies and Patient Safety in the Dental Clinical Environment**  
S-N only, 0.5 credit(s);  
**Instructor:** Thierer DDS, Todd E  
**Description:** Student may contact the instructor or department for information.

**DDS 6360 Introduction to Outreach Experiences**  
S-N only, 0 credit(s);  
**Instructor:** Schulz DDS, Paul D
**DDS 6363 Outreach Experiences III**
- S-N only, 2 credit(s);
- Instructor: Schulz DDS, Paul D
- Description: Student may contact the instructor or department for information.

**DDS 6411 Applied Dental Biomaterials**
- A-F only, 2 credit(s);
- Instructor: Combe, Edward Charles
- Description: Student may contact the instructor or department for information.

**DDS 6438 Operative Dentistry III**
- A-F only, 3.8 credit(s);
- Instructor: Lee, Ignatius Kaiyan
- Description: Student may contact the instructor or department for information.

**DDS 6441 Operative Dentistry Clinic II**
- A-F only, 4 credit(s);
- Instructor: Hildenbrand, Gary Lee
- Description: Student may contact the instructor or department for information.

**DDS 6442 Operative Dentistry Clinic V**
- A-F only, 7.5 credit(s);
- Instructor: Hildebrandt, Gary Howard
- Description: Student may contact the instructor or department for information.

**DDS 6461 Endodontic Clinic D3**
- S-N only, 2 credit(s);
- Instructor: Baisden, Michael Kenneth
- Description: Student may contact the instructor or department for information.

**DDS 6462 Endodontic Clinic**
- A-F only, 2 credit(s);
- Instructor: Baisden, Michael Kenneth
- Description: Student may contact the instructor or department for information.

**DDS 6471 Preclinical Prosthodontics Lecture II**
- A-F only, 1.5 credit(s);
- Instructor: Adarve, Ranier Marfil
- Description: Student may contact the instructor or department for information.

**DDS 6472 Preclinical Prosthodontic Technique Laboratory II**
- A-F only, 3.3 credit(s);
- Instructor: Adarve, Ranier Marfil
- Description: Student may contact the instructor or department for information.

**DDS 6477 Preclinical Prosthodontics Technique Lecture V, Removable Partial Dentures**
- A-F only, 2.5 credit(s);
- Instructor: Grady, Robert D
- Description: This is an introductory course for D2 students. In it they will be taught the knowledge and skills necessary to treat the partially edentulous patient with a removable partial denture. The rationale and indications for use will be reviewed with special emphasis on diagnosis and design. The unique vocabulary needed for this discipline will be presented and mastered by the student. Laboratory communications are particularly important for proper control of the fabrication of the device. Patient selection and alternative treatments will be presented. New technologies in this field will be introduced as well. Concurrent with the lecture course a separate lab course will be presented but coordinated with it.
- Style: 80% Lecture, 5% Film/Video, 5% Discussion, 10% Web Based. A clicker system will be used for Quizzes and Problem sets.
- Grading: 30% mid exam, 40% final exam, 10% quizzes, 5% attendance, 15% problem solving. Extra credit will be given for special projects on an individual basis. These will be voluntary and the student must meet with the course director and
be approved. Maximum credit will be 10 points and awarded at the discretion of the director.

Exam Format: Quizzes are T/F or multiple choice. Exams are multiple choice Problem sets will be patient based scenarios

DDS 6478 Preclinical Prosthodontics Technique Laboratory V, Partial Dentures  
  A-F only, 2.2 credit(s);  
  Instructor: Grady, Robert D  
  Description: Student may contact the instructor or department for information.

DDS 6479 Clinical Occlusion  
  A-F only, 1.3 credit(s), max credits 2.6;  
  Instructor: Schulte, John K  
  Description: Student may contact the instructor or department for information.

DDS 6481 Fixed Prosthodontics Clinic II  
  A-F only, 5 credit(s);  
  Instructor: Cook, Gary Eugene  
  Description: Student may contact the instructor or department for information.

DDS 6482 Removable Prosthodontics Clinic II  
  A-F only, 5 credit(s);  
  Instructor: Grady, Robert D  
  Description: Student may contact the instructor or department for information.

DDS 6483 Fixed Prosthodontics Clinic IV  
  A-F only, 7.5 credit(s);  
  Instructor: Grady, Robert D  
  Description: Student may contact the instructor or department for information.

DDS 6484 Removable Prosthodontics Clinic IV  
  A-F only, 4 credit(s);  
  Instructor: Larson DDS, MS, William Richard  
  Description: Student may contact the instructor or department for information.

DDS 6485 Preclinical Prosthodontics Technique Lecture V, Removable Partial Dentures for PASS  
  S-N only, 2.5 credit(s);  
  Instructor: Grady, Robert D  
  Description: Student may contact the instructor or department for information.

DDS 6486 Preclinical Prosthodontics Technique Laboratory V, Partial Dentures for PASS  
  S-N only, 2.2 credit(s);  
  Instructor: Grady, Robert D  
  Description: Student may contact the instructor or department for information.

DDS 6493 Prosthodontics I  
  A-F only, 1.1 credit(s), max credits 2.2;  
  Instructor: Larson DDS, MS, William Richard  
  Description: Student may contact the instructor or department for information.

DDS 6601 Community Volunteer Experience Elective  
  S-N only, 0 credit(s);  
  Instructor: Quick, Karin  
  Description: Student may contact the instructor or department for information.

DDS 6608 Elective Externship I  
  S-N only, 1-5 credit(s), max credits 5, 1 completion allowed; Credit will not be granted if credit has been received for: DDS 6609;  
  Instructor: Quick, Karin  
  Description: Student may contact the instructor or department for information.
DDS 6609 Elective Externship II
S-N only, 1-5 credit(s), max credits 5, 1 completion allowed; Credit will not be granted if credit has been received for: DDS 6608;
Instructor: Quick, Karin
Description: Student may contact the instructor or department for information.

DDS 6610 Elective Externship III
S-N only, 1-5 credit(s), max credits 5, 1 completion allowed; Credit will not be granted if credit has been received for: DDS 6608;
Instructor: Quick, Karin
Description: Student may contact the instructor or department for information.

DDS 6611 Elective Short Term Externship IV
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Koskela, Carol J
Description: (Fourth in a sequence of courses.) Short Term Externships. This course will accommodate a dental student who seeks a short term externship to broaden their experience of oral health research, delivery of dental care or healthcare policies by exposure to different schools, hospitals or institutions in the United States or elsewhere in the world including participation in an approved international exchange program. (1.0-5.0 cr; S/N). Dr. Peter Berthold: berthold@umn.edu.

DDS 6613 Endodontic Topics for the General Dentist
S-N only, 0 credit(s);
Instructor: Harris, Samantha P
Description: Student may contact the instructor or department for information.

DDS 6615 Oral and Maxillofacial Pathology Independent Study
S-N only, 1 credit(s), max credits 2;
Instructor: Rohrer, Michael D
Description: Oral & Maxillofacial Pathology Independent Study (Honors Oral Pathology). Students participate in independent projects in oral and maxillofacial pathology designed by the faculty and student. This elective covers primarily retrospective surgical pathology studies although active laboratory research may be possible. (1.0 cr, S/N) Dr. Michael Rohrer: rohre008@umn.edu.

DDS 6616 Advanced Simulation Clinic Elective I
S-N only, 0.5 credit(s);
Instructor: Berthold, Peter
Description: Advanced Simulation Clinic Elective I - Exposes students to operative dental procedures and the advanced simulation clinic. Further develops psycho-motor skills so basic operative preparations can be performed according to specifications of DentSim software at an acceptable level. (0.5 cr, S/N) Dr. Peter Berthold: berthold@umn.edu

DDS 6617 Advanced Simulation Clinic Elective II
S-N only, 0.5 credit(s);
Instructor: Berthold, Peter
Description: Advanced Simulation Clinic Elective II - Provides additional exposure to development of psychomotor skills with emphasis on further operative procedures and crown preparations using DentSim software. (0.5 cr, S/N) Dr. Peter Berthold: berthold@umn.edu

DDS 6621 Introduction to CAD/CAM Restorations
S-N only, 2 credit(s);
Instructor: Zidan, Omar
Description: Introduction to CAD/CAM CEREC Restorations. Course emphasizes clinical aspect and delivery of CAD/CAM restorations to patients. (2.0 cr; S/N) Dr. Omar Zidan: zidano@umn.edu.

DDS 6623 Oral Disease Clinic Elective
S-N only, 0 credit(s);
Instructor: Madden, Richard P
Description: Student may contact the instructor or department for information.
Dtch 1002 Beginning Dutch
5 credit(s); 1001 Credit will not be granted if credit has been received for: DTCH 4002;
Instructor: van der Hoek, Michel
Description: 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 books are the text book and exercise book of "Code Nederland's" volume 1. The books are accompanied by two audio tapes which will be used by the instructor in class as well as by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, 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: looking for housing, comparing school systems, politics, finding a job, going to the doctor etc. Students should expect an average of 2 hours of outside preparation for each class session. See the description for Dtch 4002 for an option for qualified students to register for this course for 2 credits instead of 5 credits.
Style: 20% Lecture, 80% Discussion.
Grading: 10% mid exam, 10% final exam, 40% quizzes, 40% class participation.
Exam Format: quizzes, tests, essays

Dtch 1004 Intermediate Dutch
5 credit(s); 1003 Credit will not be granted if credit has been received for: DTCH 4004;
Instructor: Oosterhoff, Jenneke A
Description: This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dtch 1003 with special focus on the extension of speaking and writing skills (in preparation for the LPE and OPI). The main course book used in this class is the textbook and dvd package of 'Nederlands in actie'. This book is accompanied by audio materials which the instructor will use in class and you are expected to use at home. Class time will be devoted mostly to speaking and pre-writing activities. You will write 6 formal essays, each of which will be followed by a rewrite. In addition, you will read two Dutch novels. The course includes a variety of supplementary materials on Dutch life and culture: video sections from Dutch TV, information from Dutch websites, Dutch film, etc. You should expect an average of three hours of outside preparation per class session. See the description for Dtch 4004 for an option for qualified students to register for this course for 2 credits instead of 5 credits.
Style: 20% Lecture. pre-writing and interactive exercises
Grading: 10% mid exam, 10% final exam, 40% quizzes, 40% class participation, 30% other evaluation. written assignments
Exam Format: quizzes, essays

Dtch 3510 Topics in Dutch Culture: Sex, Drugs, Radicalism: Amsterdam & Brussels
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Detailleu, Paulien
Description: If we are to believe Fox News and conservative American politicians, the Netherlands are a country where "coffeehouses are crammed with happystoners enjoying decriminalized hashish and marihuana, shopping for sex in Amsterdam's RLD is as simple as shopping for clothes anywhere else, full-fledged gay marriage is also legal, as are weddings with more than two people." Nobody goes to church, and doctors are allowed to euthanize feeble looking elderly people and infants with no perspective on life. Indeed, "Amsterdam is a cesspool of corruption, crime, everything is out of control. It's anarchy." So says Fox. Is this really what the Netherlands are all about? Belgium, on the other hand, rarely attracts outside attention: it has the reputation of being one of the dullest countries in the world, inhabited only by friendly people who eat mussels with French fries and mayonnaise, make fine chocolate and produce delicious beers. Actually, Belgium is anything but boring; it is in fact one of the strangest countries in the world. To begin with, their national monument is a little boy that pisses in public, their landmark building is made exclusively out of balls and for over 150 years, Belgium has produced the best experts in engineering the most inefficient political structure. Belgium excels in making everything as complicated as possible, in their three official languages of course. But in Belgium, people do not all need to be on the same wavelength. Their diversity is their greatest strength, their creativity their greatest commodity, their non-conformity their greatest virtue. Using text and images, this course takes students deeper into the culture of the Netherlands and Belgium. It is designed to engage students in meaningful discussions on current topics such as multiculturalism, right-winged politics, euthanasia, abortion, and legal prostitution. We will approach these issues in a nuanced manner and with a healthy dose of social criticism. In Belgium and the Netherlands, laughing is serious business, so the course will have its fair share of humor and the good life.

Dtch 3993 Directed Studies
1-5 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and
Dtch 4002 Beginning Dutch
Credit: 2 credit(s); 1004 in another language or passing score on LPE or grad student
Credit will not be granted if credit has been received for: DTCH 1002;
Instructor: van der Hoek, Michel
Description: This is the second course in the first-year language instruction sequence (4001-2), 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 books are the text book and exercise book of "Code Nederland's" volume 1. The books are accompanied by two audio tapes which will be used by the instructor in class as well as by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, 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: looking for housing, comparing school systems, politics, finding a job, going to the doctor etc. Students should expect an average of 2 hours of outside preparation for each class session.
Style: 20% Lecture, 80% Discussion.
Grading: 10% mid exam, 10% final exam, 40% quizzes, 40% class participation.
Exam Format: quizzes, tests, essays

Dtch 4004 Intermediate Dutch
Credit: 2 credit(s); 1004 in another language or passing score on LPE or grad student
Credit will not be granted if credit has been received for: DTCH 1004;
Instructor: Oosterhoff, Jenneneke A
Description: This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dtch 1003 with special focus on the extension of speaking and writing skills (in preparation for the LPE and OPI). The main course book used in this class is the textbook and dvd package of 'Nederlands in actie'. This book is accompanied by audio materials which the instructor will use in class and you are expected to use at home. Class time will be devoted mostly to speaking and pre-writing activities. You will write 6 formal essays, each of which will be followed by a rewrite. In addition, you wil read two Dutch novels. The course includes a variety of supplementary materials on Dutch life and culture: video sections from Dutch TV, information from Dutch websites, Dutch film, etc. You should expect an average of three hours of outside preparation per class session. See the description for Dtch 4004 for an option for qualified students to register for this course for 2 credits instead of 5 credits.
Style: 20% Lecture. pre-writing and interactive exercises
Grading: 10% mid exam, 10% final exam, 30% quizzes, 20% class participation, 30% other evaluation. written assignments
Exam Format: quizzes, tests, essays

Dtch 5993 Directed Studies
Credit: 1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Early Modern Studies 1030 Heller Hall
EMS 8100 Workshop in Early Modern Studies
Credit: S-N only, 1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Shank, JB
Description: Student may contact the instructor or department for information.

EMS 8250 Seminar in Early Modern Studies
Credit: 3 credit(s), max credits 6;
Instructor: Lower, Michael T
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: Spenser/Milton
Credit: 3 credit(s), max credits 6;
Instructor: Watkins, John
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: Promenades Poetiques: The Subject in Motion
3 credit(s), max credits 6;
Instructor: Cherbuliez, Juliette
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: Statelessness
3 credit(s), max credits 6;
Instructor: Brown, Tony C.
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: The Maghrib: Mediterranean and African Encounters
3 credit(s), max credits 6;
Instructor: Schroeter, Daniel J
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: Art of the Aztec Empire
3 credit(s), max credits 6;
Instructor: Afanador-Pujol, Angelica J
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: Kant
3 credit(s), max credits 6;
Instructor: Marshall, Douglas Bertrand
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies: Art in Fifteenth-Century Italy
3 credit(s), max credits 6;
Instructor: Bartoli, Roberta
Description: Student may contact the instructor or department for information.

EMS 8500 Topics in Early Modern Studies
3 credit(s), max credits 6;
Instructor: Heng, Geraldine
Description: Student may contact the instructor or department for information.

Earth Sciences 106 Pillsbury Hall

ESci 1001 Earth and Its Environments
4 credit(s); Credit will not be granted if credit has been received for: ESCI 1101; Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Edwards, Lawrence
Description: Student may contact the instructor or department for information.

ESci 1001 Earth and Its Environments
4 credit(s); Credit will not be granted if credit has been received for: ESCI 1101; Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Hudleston, Peter John
Description: Geology is the study of the Earth and its history. Geological processes have played a profound role in the way life has evolved on this planet and in both subtle and dramatic ways they help shape society and influence our lives today. This course provides an introduction to physical geology, including the materials that make up the Earth, the processes that have shaped both its interior and its surface, and the way the earth has changed with time. We will study among other things the hazards of earthquakes and volcanoes and consider the forces and processes that are responsible for these events. As human population has grown and consumption of earth resources has increased, we have become increasingly aware of the impact of our activities on the Earth and the environment that makes it habitable. The history of geological change provides us with important information on how to understand the interactions between human activities and the natural world and how these change with time.
Style: 85% Lecture, 5% Film/Video, 10% Discussion. Laboratory is separate
Grading: 43% mid exam, 22% final exam, 35% laboratory evaluation. Best 4 scores from 6 mid term tests given
ESci 1001 Earth and Its Environments
4 credit(s); Credit will not be granted if credit has been received for: ESCI 1101; Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Fayon, Annia
Description: This course is an introduction to physical geology and natural cycles. Earth systems operate in cycles, and we, as individuals and a society, are fundamentally linked to these cycles, and therefore inevitably impact our local and global environment. In order to understand our impact, it is necessary to grasp basic principles of processes that form this dynamic earth. The course is loosely divided into three sections. The first part primarily focuses on physical geology principles related to the formation of rocks, continents, mountains, and ocean basins, and geologic time. The second part of the course focuses on earth surface processes and the environment, including natural hazards. Students will also develop an understanding of how geoscientists use the rock record to evaluate changing environments and climate through time. The last section of the course introduces students to the formation of our natural resources, including groundwater, metals, non-metals, and fossil fuels, and how the location of these resources contributes to the present-day economic and political environment. Throughout the semester, students will practice the scientific method by applying geologic principles in coordinated lecture-laboratory exercises. This will allow students to develop a scientific intuition and an appreciation for the multidisciplinary nature of earth science.

ESci 1003 Dinosaur Evolution, Ecology, and Extinction: Introduction to the Mesozoic World
3 credit(s);
Instructor: Kirkby, Kent Charles
Description: Dinosaurs and the Mesozoic Era are used to introduce four of the most important contributions of geology: geologic time; organic evolution; plate tectonics; and the integration of Earth systems. Our world's dynamic nature is revealed by focusing on an era when the Earth began to evolve its present geography, climate and ecological systems. The course also looks at the history and social implications of dinosaur interpretations. Our views of dinosaurs continue to change with new data and new concepts. Previous interpretations are considered in light of the then-existing evidence and social paradigms. Relatively few workers and a short history make dinosaur studies an excellent case study of the social aspects of scientific investigation. A variety of past and present controversies are covered during the course including: the recognition of fossils as remains of past life, organic evolution, continental drift, dinosaur physiology, the origin of mass extinctions and global warming. Evidence, pro and con, are presented with extended class discussions of the unresolved controversies. This course was designed for undergraduate, non-geology majors. There is an optional (but recommended) trip to the Science Museum.
Style: 85% Lecture, 15% Discussion.
Grading: 100% quizzes.
Exam Format: Multiple choice, short answer/short essay

ESci 1005 Geology and Cinema
4 credit(s); Credit will not be granted if credit has been received for: ESCI 1105; Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Revenaugh, Justin
Description: GEO1005 offers an introduction to the Earth Sciences using the depictions of geology and geophysics offered by the popular media, cinema in particular, as springboards to discussion and development. Much of what most people believe about the geologic history of the Earth, life on it and the processes that shape it is gathered from films. Much of that knowledge is wrong, often very wrong, but the myths promulgated by movies can be very enduring. GEO1005 exposes those myths and sets out a basic understanding of the modern Earth Sciences. We cover such topics as: formation of the solar system and Earth, Earth's 4.5-billion-year history, the fossil record of life on the planet, volcanism, earthquakes, climate change, streams, oceans, deserts, glaciers, natural resources and Earth stewardship. Emphasis is placed on the interactions between geologic processes, man and the environment, with the control of nature as an overarching theme. Each lecture topic will be prefaced with clips from Hollywood movies. Several movies will be shown in their entirety (the Core, Dante's Peak and Jurassic Park) with students asked to critique the reality of science depicted in the movie. The laboratory component introduces students to minerals and rocks, geologic maps and the basics of geology field work. Material in lab follows that of lecture and offers students the opportunity to gain hands-on experience. Meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core.
Style: 45% Lecture, 40% Laboratory. Videos
Grading: 20% reports/papers, 50% quizzes, 10% in-class presentation, 20% laboratory evaluation.
Exam Format: Combination of multiple choice and short answer.

ESci 1012 Natural Hazards and Disasters
3 credit(s); Meets CLE req of Technology and Society
Instructor: Moskowitz, Bruce Matthew
Description: The primary goals of this course are three-fold: (1) To educate students about the underlying natural process
that give rise to natural hazards such as earthquakes, volcanic eruptions, tsunamis, floods, and more. (2) To emphasize how society evaluates and confronts the dangers posed by these natural processes from a political, social, and ethical perspective. (3) Expose students to the technological innovations that are allowing an increasing large human population to monitor, predict, and warn society about impending natural hazards and disasters. The aim here is not simply to better understand geologic hazards or be able to assess how hazards are minimized; it is also to give students a foundation for critically evaluating future approaches to managing hazards, from a technical, personal, and societal point of view. Case studies of recent and past natural disasters will be discussed, focusing on both the geological context of the hazard and its impact on society, individuals and the environment. Geo 1012 is designed for students without an extensive background in science or math and is one part of an environmental minor program in Geology and Geophysics.

Grading: 50% mid exam, 25% final exam, 15% special projects, 10% written homework.

ESci 1081 Conspiracies, Fraud, and Deception in Earth History
1 credit(s);
Instructor: Pfannkuch,Hans-Olaf
Description: To show the history of development of geological ideas in the context of the intellectual background of their times, to demonstrate how the scientific method works and how it is capable of correcting errors as demonstrated by abuses exemplified in hoaxes, swindles and fraud from three centuries. The Beringer case takes an example from the transition period between fantastic speculation about fossils and their origin, and the first systematic scientific theories based on comparative anatomy and basic geological principles. The diamond caper demonstrates Clarence King's application of new quantitative theories on metamorphism and mineral genesis as well as field observations to unravel a fraudulent scheme. The Piltdown man controversy centers around the application of quantitative laboratory methods to accurately determine ages of fossil remains. All three demonstrate how people will believe what they want to believe even in a purely scientific context, but where the scientific method applied rigorously and with integrity will lead to uncover scientific fraud.
Style: 65% Lecture, 35% Discussion.
Grading: 45% final exam, 45% reports/papers, 10% class participation.
Exam Format: short essay

ESci 1101 Introduction to Geology
3 credit(s);Credit will not be granted if credit has been received for: ESCI 1001;Meets CLE req of Environment
Instructor: Edwards,Lawrence
Description: Student may contact the instructor or department for information.

ESci 1101 Introduction to Geology
3 credit(s);Credit will not be granted if credit has been received for: ESCI 1001;Meets CLE req of Environment
Instructor: Kirkby,Kent Charles
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Geology is the study of the Earth and its life. This is the world you live in and whether you're aware of them or not, geological processes have played an integral role in shaping our society and will affect your entire life. GEO 1101 is an introduction to physical geology, including the Earth's materials, dynamic processes, and evolution.
Style: Online
Grading: See attached syllabus
Exam Format: Supervised, in person (not online) exams

ESci 1101 Introduction to Geology
3 credit(s);Credit will not be granted if credit has been received for: ESCI 1001;Meets CLE req of Environment
Instructor: Hudleston,Peter John
Description: Geology is the study of the Earth and its history. Geological processes have played a profound role in the way life has evolved on this planet and in both subtle and dramatic ways they help shape society and influence our lives today. This course provides an introduction to physical geology, including the materials that make up the Earth, the processes that have shaped both its interior and its surface, and the way the earth has changed with time. We will study among other things the hazards of earthquakes and volcanoes and consider the forces and processes that are responsible for these events. As human population has grown and consumption of earth resources has increased, we have become increasingly aware of the impact of our activities on the Earth and the environment that makes it habitable. The history of geological change provides us with important information on how to understand the interactions between human activities and the natural world and how these change with time.
Style: 85% Lecture, 5% Film/Video, 10% Discussion. No laboratory with this version of course
Grading: 67% mid exam, 33% final exam. Best 4 scores from 6 mid term tests given throughout the semester, plus final, together make up 100% of grade
Exam Format: Multiple choice, true/false
3 credit(s); Credit will not be granted if credit has been received for: ESCI 1001; Meets CLE req of Environment
Instructor: Fayon, Annia
Description: This course is an introduction to physical geology and natural cycles. Earth systems operate in cycles, and we, as individuals and a society, are fundamentally linked to these cycles, and therefore inevitably impact our local and global environment. In order to understand our impact, it is necessary to grasp basic principles of processes that form this dynamic earth. The course is loosely divided into three sections. The first part primarily focuses on physical geology principles related to the formation of rocks, continents, mountains, and ocean basins, and geologic time. The second part of the course focuses on earth surface processes and the environment, including natural hazards. Students will also develop an understanding of how geoscientists use the rock record to evaluate changing environments and climate through time. The last section of the course introduces students to the formation of our natural resources, including groundwater, metals, non-metals, and fossil fuels, and how the location of these resources contributes to the present-day economic and political ‘environment’. Throughout the semester, students will practice the scientific method by applying geologic principles in coordinated lecture-laboratory exercises. This will allow students to develop a scientific intuition and an appreciation for the multidisciplinary nature of earth science.

ESci 1105 Geology and Cinema
3 credit(s); Credit will not be granted if credit has been received for: ESCI 1005; Meets CLE req of Environment
Instructor: Revenaugh, Justin
Description: Student may contact the instructor or department for information.

ESci 2202 Earth History
A-F only, 4 credit(s);
Instructor: Fox, David L
Description: Student may contact the instructor or department for information.

ESci 2203 Earth Surface Dynamics
A-F only, 4 credit(s);
Instructor: Paola, Chris
Description: Student may contact the instructor or department for information.

ESci 2302 Petrology
3 credit(s);
Instructor: Whitney, Donna L
Description: This course is an introduction to the origin and evolution of igneous and metamorphic rocks, with an emphasis on the plate tectonic interpretation of rock sequences. The main goal of the course is to explain how igneous and metamorphic processes have built the Earth's crust. This involves both big-picture concepts (Why do volcanoes occur where they do? What happens when continents collide?) and detail (What is diopside? How do garnets change composition as they grow?). Geoscience majors (geology, geophysics) will gain information and skills necessary to use mineral assemblages and rock textures to interpret the origin and tectonic setting of igneous and metamorphic rocks.
Style: 50% Lecture, 50% Laboratory.
Grading: 30% mid exam, 30% final exam, 30% laboratory evaluation, 10% problem solving. Each half of the class (igneous, metamorphic petrology) has an exam; there is no cumulative final exam.
Exam Format: short answer

ESci 3002 Climate Change and Human History
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESCI 5102; Meets CLE req of Environment
Instructor: Ito, Emi
Description: This course examines the temporal, geographical, and environmental aspects of past climate changes, and by using specific examples, explores how past climate changes may have affected the course of human history. Through lecture and discussions, we will examine geological, geographical, sedimentological, paleontological, and archaeological evidence to construct a record of global climate change and to answer such questions as: How frequently have global and regional climate changes occurred in the past? How large were shifts in temperature and aridity associated with these past climate changes? How long can climate states or patterns last? What effect has human activity had in past climate changes? How have climate changes of the last 10,000 years affected the economic condition of early societies? How did past climate changes affect the balance of power among kingdoms and city-states? Examples from the Americas, Africa, Asia, Europe, and the Near East will be examined to illustrate how significant events in human history have been strongly influenced by changes in climate.
Style: 70% Lecture, 30% Discussion. some videos
Grading: 35% mid exam, 35% reports/papers, 15% quizzes, 15% in-class presentation.
Exam Format: short essays, definitions
ESci 3006 Planets of the Solar System
3 credit(s);
Instructor: Yuen, David A
Description: Student may contact the instructor or department for information.

ESci 3093 Problems in Earth Sciences: Junior
1-4 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Students interested in working on a particular problem or issue in either geology or geophysics can contact the department office for referral to appropriate faculty members. Students will work on a one-to-one basis with a faculty member. Projects may include literature review, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.
Style: varies with instructions
Grading: varies with instructions
Exam Format: varies with instructions

ESci 3402 Science and Politics of Global Warming
3 credit(s); Credit will not be granted if credit has been received for: ESCI 5402; Meets CLE req of Environment
Instructor: Matsumoto, Katsumi
Description: Welcome to the Science and Politics of Global Warming! Today media often carry headlines warning the public of the dangers of human-induced global climate change. New signs of global warming, such as retreating mountain glaciers and shrinking Arctic Ocean ice cover, are reported. At the same time there are claims and accusations that global warming is just a hoax. On the political front too, there are conflicting positions about what needs to be done if anything about global climate change. Even amongst those who accept that global warming is occurring, there is little consensus about how to mitigate the human impacts and at what cost. In this course, we will examine global warming from various perspectives, including those of the natural science, political science, public policy, economics, urban/regional studies, engineering, energy, and law. These perspectives will be presented by the course instructor and a number of guest lecturers from various University of Minnesota departments. Specific aims of this course include understanding: (a) science of global warming and the global carbon cycle; (b) economics and energy implications of the CO2 problem; (c) available policy and technical solutions; (d) relating local efforts to global issues; and (e) American politics of global warming. The ultimate goal of the course is to equip students with sufficient knowledge to allow intelligent conversation about global warming and its societal implications.
Style: 40% Lecture, 10% Discussion, 10% Student Presentation, 40% Guest Speakers.
Grading: 20% final exam, 10% reports/papers, 10% quizzes, 50% written homework, 10% class participation.

ESci 3890 Field Workshop
1 credit(s), max credits 2;
Instructor: Fayon, Annia
Description: Student may contact the instructor or department for information.

ESci 3891 Field Methods
A-F only, 1 credit(s);
Instructor: Fox, David L
Description: Student may contact the instructor or department for information.

ESci 4010 Undergraduate Seminar: Current Topics in Earth Sciences
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Seminar courses are offered to undergraduate students on varying topics taught by departmental faculty. Students interested in learning which seminars are offered during a semester should contact either the department office or individual faculty members. Credit for seminar courses vary from 1-4 credits and this course may be taken more than once.
Style: varies with instructions
Grading: varies with instructions
Exam Format: varies with instructions

ESci 4093 Problems in Earth Sciences: Senior
1-4 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Students interested in working on a particular problem or issue in either geology or geophysics can contact the department office for referral to appropriate faculty members. Students will work on a one-to-one basis with a faculty member. Projects may include literature review, laboratory or field work, or computer modeling. Depending on the scope of
the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.

**ESci 4094 Senior Thesis**
- 2 credit(s), max credits 4;
- Instructor: STAFF
- **Description:** This course is intended for senior level majors to engage in independent research under faculty supervision. Students select problems according to individual interests and in consultation with faculty committee. Year long project results in a written thesis and oral defense.
- **Style:** varies with instructions
- **Grading:** varies with instructions
- **Exam Format:** varies with instructions

**ESci 4102W Vertebrate Paleontology: Evolutionary History and Fossil Records of Vertebrates**
- A-F only, 3 credit(s);
- Meets CLE req of Writing Intensive
- Instructor: Fox, David L
- **Description:** Student may contact the instructor or department for information.

**ESci 4204 Geomagnetism and Paleomagnetism**
- 3 credit(s);
- Instructor: Moskowitz, Bruce Matthew
- **Description:** Student may contact the instructor or department for information.

**ESci 4401 Aqueous Environmental Geochemistry**
- 3 credit(s);
- Instructor: Seyfried Jr, William E
- **Description:** Environmental aqueous geochemistry involves the application of principles of solution chemistry to geological systems. The course emphasizes how pH and oxidation-reduction capacity control the reactivity and solubility of minerals coexisting with aqueous fluids at a wide range of temperatures and pressures. With the ever increasing importance of atmospheric CO2 on global temperature, ocean acidification, and mineral weathering reactions, the carbonate system is explicitly examined. Controls on solubility and mineral reaction kinetics are covered in detail. To better illustrate the role of process-controlling variables, however, students are introduced to computer modeling approaches, which facilitate calculations for more complex and realistic geological systems. The course also emphasizes hydrothermal reactions that have recently been recognized as playing a key role on the origin and chemical evolution of seawater, formation of seafloor metal deposits and microbial metabolism at deep sea vents.
- **Style:** 70% Lecture, 10% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.
- **Grading:** 30% final exam, 10% reports/papers, 40% quizzes, 10% written homework, 10% in-class presentation.

**ESci 4602 Sedimentology and Stratigraphy**
- 3 credit(s);
- Instructor: Kleinspehn, Karen L
- **Description:** This course explores sedimentary processes from the sub-microscopic to basin scale with a focus on sediment transport, sedimentary structures and the petrology of detrital and carbonate sediment. The relationship among subsurface fluid chemistry, volume changes, microbiology and mineral diagenesis is a major emphasis. Other lecture topics include river systems, coastal/beach processes, storms/tsunamis, deltatic settings, tidal deposits, carbonate platforms, turbidite fans and deep-sea settings. Sea-level change and interpretation of seismic profiles are also covered in the laboratory. Lectures and labs are supported by samples and images of outcrops or modern deposits from multiple parts of the world. No textbook is assigned, but readings are listed for books that are on reserve in Walter Library. Handouts are supplied to support the lectures. Three exams are given including a final exam during finals week. This is an upper-level course for undergraduate majors in Earth Science. Students cannot register without having completed ESCI 2301 Mineralogy, including fluency in the use of the petrographic microscope. ESCI 2203 Earth Surface Dynamics is also a prerequisite.
- **Style:** 40% Lecture, 5% Film/Video, 5% Discussion, 50% Laboratory.
- **Grading:** 40% mid exam, 25% final exam, 35% laboratory evaluation. 2 Midterm exams = 2 x 20% = 40%
- **Exam Format:** Mixed, e.g. short essay, multiple choice, fill in blanks, sketches/diagrams

**ESci 4702 General Hydrogeology**
- 3 credit(s);
- Instructor: Alexander Jr, E Calvin
- **Description:** Student may contact the instructor or department for information.

**ESci 4801 Geomicrobiology**
ESci 5102 Climate Change and Human History
3 credit(s); Credit will not be granted if credit has been received for: ESCI 3002; 
Instructor: Bailey, Jake 
Description: Student may contact the instructor or department for information.

ESci 5203 Mineral and Rock Physics
3 credit(s); 
Instructor: Kohlstedt, David L 
Description: Student may contact the instructor or department for information.

ESci 5402 Science and Politics of Global Warming
3 credit(s); Credit will not be granted if credit has been received for: ESCI 3402; 
Instructor: Matsumoto, Katsumi 
Description: Welcome to the Science and Politics of Global Warming! Today media often carry headlines warning the public of the dangers of human-induced global climate change. New signs of global warming, such as retreating mountain glaciers and shrinking Arctic Ocean ice cover, are reported. At the same time there are claims and accusations that global warming is just a hoax. On the political front too, there are conflicting positions about what needs to be done if anything about global climate change. Even amongst those who accept that global warming is occurring, there is little consensus about how to mitigate the human impacts and at what cost. In this course, we will examine global warming from various perspectives, including those of the natural science, political science, public policy, economics, urban/regional studies, engineering, energy, and law. These perspectives will be presented by the course instructor and a number of guest lecturers from various University of Minnesota departments. Specific aims of this course include understanding: (a) science of global warming and the global carbon cycle; (b) economics and energy implications of the CO2 problem; (c) available policy and technical solutions; (d) relating local efforts to global issues; and (e) American politics of global warming. The ultimate goal of the course is to equip students with sufficient knowledge to allow intelligent conversation about global warming and its societal implications.
Style: 40% Lecture, 10% Discussion, 10% Student Presentation, 40% Guest Speakers. 
Grading: 20% final exam, 10% reports/papers, 10% quizzes, 50% written homework, 10% class participation.

ESci 5502 Advanced Structural Geology
3 credit(s); 
Instructor: Hudleston, Peter John 
Description: This course deals with the analysis of deformation of rock and the mechanical interpretation of natural structures. Lectures are supplemented by readings from text books and the literature. There is no single required text. A set of problems is assigned during the course, and there may be a field trip to examine small-scale structures in northern Minnesota. An introductory course in structural geology (Geo 4501 or equivalent) is a prerequisite. Specific topics include: Stress theory and state of stress in the earth's crust; stress history - deducing stress from structures; finite strain in two and three dimensions; progressive deformation; geological implications of strain theory; determination of finite strains in rock using fossils, conglomerates etc.; mechanical properties of rock and the behavior under creep or very slow constant stress conditions; theories of faulting and jointing; development of fabric; folding.
Style: 80% Lecture, 20% Discussion. 
Grading: 50% final exam, 50% other evaluation. Problem Sets 
Exam Format: Essay

ESci 8980 Seminar: Current Topics in Earth Sciences
S-N only, 2 credit(s), max credits 30, 30 completions allowed; 
Instructor: Teyssier, Christian 
Description: Student may contact the instructor or department for information.

ESci 8994 Research in Earth Sciences
1-4 credit(s), max credits 30, 30 completions allowed; 
Instructor: Whitney, Donna L 
Description: Student may contact the instructor or department for information.

East Asian Studies 214 Social Sciences Tower

EAS 3462 From Subjects to Citizens: The History of East Asia From 1500 to the Present
3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HIST 3462; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Jiang, Yuanxin
Description: Student may contact the instructor or department for information.

**Echocardiography**  
University of Minnesota Rochester

**Echo 3202 Adult Echocardiography I**  
A-F only, 2 credit(s);  
Instructor: Finstuen, Joshua Allen  
Description: Student may contact the instructor or department for information.

**Echo 3212 Adult Echocardiography II**  
A-F only, 2 credit(s);  
Instructor: Finstuen, Joshua Allen  
Description: Student may contact the instructor or department for information.

**Echo 3222 Adult Echocardiography III**  
A-F only, 2 credit(s);  
Instructor: Finstuen, Joshua Allen  
Description: Student may contact the instructor or department for information.

**Echo 3302 Clinical Practicum II**  
A-F only, 7 credit(s);  
Instructor: Finstuen, Joshua Allen  
Description: Student may contact the instructor or department for information.

**Echo 4112 Ultrasound Physics II**  
A-F only, 2 credit(s);  
Instructor: Finstuen, Joshua Allen  
Description: Student may contact the instructor or department for information.

**Echo 4402 Clinical Practicum V**  
A-F only, 12 credit(s);  
Instructor: Finstuen, Joshua Allen  
Description: Student may contact the instructor or department for information.

**Echo 4501 Research Project and Publication I**  
A-F only, 1 credit(s);  
Instructor: Finstuen, Joshua Allen  
Description: Student may contact the instructor or department for information.

**Ecology, Evolution, and Behavior**  
100 Ecology Building

**EEB 3001 Ecology and Society**  
A-F only, 3 credit(s); Jr or sr recommended; biological sciences students may not apply cr toward major  
Credit will not be granted if credit has been received for: BIOL 3407; Meets CLE req of Environment  
Instructor: Lind, Eric M  
Description: Student may contact the instructor or department for information.

**EEB 3002 Sex, Evolution, and Behavior: Examining Human Evolutionary Biology**  
A-F only, 4 credit(s); Credit will not be granted if credit has been received for: ANTH 3002;  
Instructor: Wilson, Michael Lawrence  
Description: Evolutionary theory provides unique insights into fundamental aspects of human behavior, including sex differences, courtship, marriage, reproduction, aggression and cooperation. In this course, lectures, reading and discussion of primary literature help students develop a critical understanding of the theory, methods, and findings of this rapidly growing field.

**EEB 3603 Science, Protection, and Management of Aquatic Environments**
3 credit(s);
Instructor: Sterner, Robert Warner
Description:
Style: 75% Lecture, 20% Student Presentation, 5% Guest Speakers.
Grading: 17% mid exam, 17% final exam, 25% reports/papers, 17% in-class presentation, 11% class participation, 13% other evaluation.
Exam Format: Short answer, essay.

EEB 4134 Introduction to Ornithology
4 credit(s);
Instructor: Zink, Robert Martin
Description: Birds constitute one of the better known groups of organisms. In this course, we will deal with many aspects of bird biology in a lecture, field, and laboratory setting. Students will learn to identify many species of birds occurring in Minnesota through examination of specimens in lab and through field identification in weekly walks around the St. Paul campus. We will spend considerable time learning about ecology and behavior of birds, and students will gather data on the behavior of a common local species which will be pooled with observations of other class members. We will consider how the scientific study of birds can lead to better conservation practices. Course will be web-enhanced. Target Audience: Upper-division undergraduates and graduate students.
Style: 40% Lecture, 60% Laboratory.
Grading: 20% mid exam, 20% final exam, 60% laboratory evaluation.
Exam Format: multiple choice; essay

EEB 4134 Introduction to Ornithology
4 credit(s);
Instructor: Dunlap, Robert Michael
Description: Birds constitute one of the better known groups of organisms. In this course, we will deal with many aspects of bird biology in a lecture, field, and laboratory setting. Students will learn to identify many species of birds occurring in Minnesota through examination of specimens in lab and through field identification in weekly walks around the St. Paul campus. We will spend considerable time learning about ecology and behavior of birds, and students will gather data on the behavior of a common local species which will be pooled with observations of other class members. We will consider how the scientific study of birds can lead to better conservation practices. Course will be web-enhanced. Target Audience: Upper-division undergraduates and graduate students.
Style: 40% Lecture, 60% Laboratory.
Grading: 20% mid exam, 20% final exam, 60% laboratory evaluation.
Exam Format: multiple choice; essay

EEB 4611 Biogeochemical Processes
3 credit(s);
Instructor: Cotner, James B
Description: Application of biochemistry, ecology, chemistry, and physics to environmental issues. Impact of humans on biogeochemical processes in soils, lakes, oceans, estuaries, forests, urban/managed ecosystems, and extreme environments (e.g., early Earth, deep sea vents, thermal springs).
Style: 80% Lecture, 20% Discussion.
Grading: 20% mid exam, 20% final exam, 20% reports/papers, 20% in-class presentation, 20% problem solving.
Exam Format: Essay

EEB 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: French, Simone A
Description: Student may contact the instructor or department for information.

EEB 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Schiff, Leslie Ann
Description: Student may contact the instructor or department for information.

EEB 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Sorensen, Peter William
Description: Student may contact the instructor or department for information.
EEB 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Cotner, James B
Description: Student may contact the instructor or department for information.

EEB 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Dunny, Gary M
Description: Student may contact the instructor or department for information.

EEB 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Tilman, David
Description: Student may contact the instructor or department for information.

EEB 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Stephens, David William
Description: Student may contact the instructor or department for information.

EEB 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Brady, Valerie J.
Description: Student may contact the instructor or department for information.

EEB 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Barker, Fredrick K
Description: Student may contact the instructor or department for information.

EEB 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Bee, Mark Allen
Description: Student may contact the instructor or department for information.

EEB 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Snell-Rood, Emilie
Description: Student may contact the instructor or department for information.

EEB 4993 Directed Studies
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Zink, Robert Martin
Description: Student may contact the instructor or department for information.

EEB 4993 Directed Studies
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Foley, Jonathan A
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Hobbie, Sarah E
Description: Student may contact the instructor or department for information.
EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Mesce, Karen A
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Cotner, James B
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Packer, Craig
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Fox, David L
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Tiffin, Peter L
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Jansa, Sharon A
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Finlay, Jacques C
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Montgomery, Rebecca Anne
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Bee, Mark Allen
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Borer, Elizabeth
Description: Student may contact the instructor or department for information.

EEB 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Snell-Rood, Emilie
Description: Student may contact the instructor or department for information.

EEB 8200 Sustainability Science Distributed Graduate Seminar
3 credit(s);
Instructor: Polasky, Stephen
Description: Student may contact the instructor or department for information.
EEB 8202 Graduate Foundations in Ecology, Evolution and Behavior - Semester 2
A-F only, 4 credit(s);
Instructor: Travisano, Michael
Description: Student may contact the instructor or department for information.

EEB 8980 Seminar on Current Topics
S-N only, 1 credit(s), max credits 30, 10 completions allowed;
Instructor: Shaw, Ruth Geyer
Description: Student may contact the instructor or department for information.

EEB 8980 Seminar on Current Topics
S-N only, 1 credit(s), max credits 30, 10 completions allowed;
Instructor: Shaw, Ruth Geyer
Description: Student may contact the instructor or department for information.

EEB 8980 Seminar on Current Topics
S-N only, 2 credit(s), max credits 30, 10 completions allowed;
Instructor: May, Georgiana
Description: Student may contact the instructor or department for information.

EEB 8990 Graduate Seminar
1-3 credit(s), max credits 30, 10 completions allowed;
Instructor: Shaw, Ruth Geyer
Description: Student may contact the instructor or department for information.

EEB 8990 Graduate Seminar
1-3 credit(s), max credits 30, 10 completions allowed;
Instructor: Isbell, Forest
Description: Student may contact the instructor or department for information.

Econ 1101 Principles of Microeconomics
4 credit(s); knowledge of plane geometry and advanced algebra credit will not be granted if credit received for: 1104, 1111, ApEc 1101Credit will not be granted if credit has been received for: APEC 1101; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: STAFF
Description: Econ 1101 satisfies the CLE requirements of the Social Science Core and of the Global Perspectives Theme. This is an introductory course in Economics. Topics covered include the behavior of consumers, firms, and markets in the domestic and world economy. Interdependencies in the global economy, and effects of global linkages on individual decisions.
Style: 75% Lecture, 25% Discussion.
Grading: All ECON 1101 students (in all sections) will take the midterm exams and final exam at the same time/day; there will be evening exams.
Exam Format: All ECON 1101 lectures (and accompanying recitation sections) will have two common midterm exams and one common final exam. These will be in the evening and will be announced on the course syllabi.

Econ 1101 Principles of Microeconomics
4 credit(s); knowledge of plane geometry and advanced algebra credit will not be granted if credit received for: 1104, 1111, ApEc 1101Credit will not be granted if credit has been received for: APEC 1101; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Amin, Minesh Devendra
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This is an introductory course in Economics. Topics covered include the behavior of consumers,
firms, and markets in the domestic and world economy. Interdependencies in the global economy, and effects of global linkages on individual decisions.

**Style:** Online
**Grading:** See attached syllabus
**Exam Format:** Supervised, in-person (not online) exams

---

**Econ 1102 Principles of Macroeconomics**

4 credit(s);[1101 or equiv]. knowledge of plane geometry and advanced algebra credit will not be granted if credit received for: 1105, 1112, ApEc 1102

**Instructor:** STAFF

**Description:** This is an introductory course in Economics, to be taken after completing Econ 1101. It includes the study of macroeconomic indicators; the role of money; role of fiscal and monetary policy; international trade; interdependencies among nations.

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

---

**Econ 3101 Intermediate Microeconomics**

4 credit(s);[[1101, 1102] or equiv][MATH 1271 or equiv]Credit will not be granted if credit has been received for: APEC 3001;

**Instructor:** STAFF

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

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

**Exam Format:** problems, short essays

---

**Econ 3102 Intermediate Macroeconomics**

4 credit(s);3101 or equivCredit will not be granted if credit has been received for: APEC 3006;

**Instructor:** STAFF

**Description:** This is one of the two basic tool courses for Economics majors. The prerequisite is Econ 3101, which students must have completed successfully PRIOR to taking this course. Students are NOT permitted to take both concurrently, or take Econ 3102 prior to Econ 3101. The course includes determinants of national income, employment, and price level; effects of fiscal and monetary policies; with an emphasis on a general equilibrium approach. Economic growth is also discussed.

**Style:** 100% Lecture.

**Exam Format:** Problems and short essays

---

**Econ 3951 Major Project Seminar**

A-F only, 2 credit(s);

**Instructor:** STAFF

**Description:** A senior project is a requirement for the BA and BA-Q degrees in Economics. Students work with the instructor to produce a significant piece of written work in Economics. Criteria for the paper: to demonstrate critical thinking in Economics; collection and analysis of data; economic analysis and effective interpretation of results. Should be modeled as an economics journal article. Check the Undergraduate Handbook (web version or hard copy) on the four ways to satisfy this requirement. Students will receive the syllabus via email.

**Style:** No formal meeting time. Please contact the instructor via email.

**Grading:** 100% reports/papers.

---

**Econ 3960 Topics in Economics**

3 credit(s), max credits 6;

**Instructor:** STAFF

**Description:** FALL 2012: The Chinese Economy

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

**Exam Format:** Essay and short problems

---

**Econ 4100W Undergraduate Writing in Economics**

A-F only, 1 credit(s), max credits 2;Meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** Students can sign up for this one-credit course if they are concurrently registered for an Economics Honors course or for Econ 4831. This will enable them to make the honors course writing intensive. Students receive the
assignment from the instructor of the honors course. The Econ 4100W TA works with students to help them write the paper. Students turn in various drafts to the TA and receive feedback on every assignment. The final product is the completed paper.

**Grading:** 100% reports/papers.

**Econ 4113 Introduction to Mathematical Economics**
- **4 credit(s);**
- **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.
- **Style:** 95% Lecture, 5% Discussion.

**Econ 4163 Microeconomic Analysis**
- **2 credit(s);**
- **Instructor:** Rustichini, Aldo
- **Description:** Student may contact the instructor or department for information.

**Econ 4164 Microeconomic Analysis**
- **2 credit(s);**
- **Instructor:** Rustichini, Aldo
- **Description:** Student may contact the instructor or department for information.

**Econ 4167 Macroeconomic Theory**
- **2 credit(s);**
- **Instructor:** Chari, Varadarajan V
- **Description:** Student may contact the instructor or department for information.

**Econ 4168 Macroeconomic Theory**
- **2 credit(s);**
- **Instructor:** Rios-Rull, Jose Victor
- **Description:** This course complements 8105-8107. The ultimate goal of this course is to learn to use a variety of models that can be used to give quantitative answers to economic questions. The models can generate artificial data of both allocations and prices that can be meaningfully related to actual data. In this course most (if not all) of the material will be studied from the strict point of view of the theory, so we will not look at data in any serious manner nor at solving the models with the computer. The emphasis is on economic rigor, i.e. the target is to learn tools that will be useful later. The course, then, is not a survey of topics in macroeconomics. When some specific topic is addressed the objective is not to give a review of known results but rather to give an example of how an issue is addressed and of how tools are used. We will review dynamic general equilibrium models: solving for paths of interest rates, consumption, investment, prices. Models with uncertainty, search, matching, indivisibilities, private information. Implications for measurement and data reporting. Overlapping generations and dynasty models. Variational and recursive methods.

**Econ 4261 Introduction to Econometrics**
- **A-F only, 4 credit(s);**
- **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. Computer applications (normally GAUSS is used).
- **Style:** 75% Lecture. Recitation discussion
- **Exam Format:** problems

**Econ 4301 Economic Development**
- **3 credit(s);** ([1101, 1102] or equiv), non-econ major Credit will not be granted if credit has been received for: ECON 4331W;
- **Instructor:** Zouain Pedroni, Marcelo
- **Description:** Student may contact the instructor or department for information.

**Econ 4307 Comparative Economic Systems**
- **3 credit(s);** [1101, 1102 or equiv; not open to Econ majors Credit will not be granted if credit has been received for: ECON 4337;
- **Instructor:** Triece, Andrew
- **Description:** Student may contact the instructor or department for information.
Econ 4311 Economy of Latin America
3 credit(s);
Instructor: STAFF
Description: Economic evolution in Latin America since the 1950s. Development, growth, trade, liberalization, poverty, inflation, budgets, other important issues in the Latin American economies.
Style: 90% Lecture, 10% Discussion.
Exam Format: essays

Econ 4331W Economic Development
3 credit(s);[[3101, 3102] or equiv], completion of freshman writing practiceCredit will not be granted if credit has been received for: ECON 4301;Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Econ 4331W is a writing intensive course, and students need at least a C in the paper to pass the course. Economic growth and development - indicators, evidence in low and high income countries. Growth theory. Resource allocation.
Style: 90% Lecture, 10% Discussion.

Econ 4337 Comparative Economic Systems
3 credit(s);3101, 3102 or equivCredit will not be granted if credit has been received for: ECON 4307;
Instructor: STAFF
Description: Study of various economic systems, functions and comparisons. Post-socialist transitions in Eastern Europe, Russia, Asia, and China. Economic reforms. Case studies of various countries.
Style: 90% Lecture, 10% Discussion.
Exam Format: essay, short problems

Econ 4401 International Economics
3 credit(s);Meets CLE req of Global Perspectives
Instructor: STAFF
Description: Econ 4401 satisfies the Global Perspectives Theme requirement as set by the Council on Liberal Education. This course is not for Economics majors. Includes material on international trade and international finance. Theories of trade, trade restrictions, commercial policy. Exchange rates, international monetary systems. Students write a country paper.
Style: 90% Lecture, 10% Discussion.

Econ 4431V Honors Course: International Trade
4 credit(s);[3101, 3102] or equiv, Math 1271, completion of freshman writing practiceCredit will not be granted if credit has been received for: ECON 4431W;Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Offered mainly for Economics majors. The course studies international trade including trade theories, trade and growth, trade restrictions, regional trading blocs, protection, and regional integration. This is a writing intensive course, and students need at least a C in the paper to pass the course. Main emphasis on trade theories. URL address will be available later.
Style: 95% Lecture, 5% Discussion.

Econ 4431W International Trade
3 credit(s);[3101, 3102] or equiv, freshman writing practiceCredit will not be granted if credit has been received for: ECON 4431V;Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Sahi, Simran
Description: Econ 4431W satisfies the Global Perspectives Theme requirement of CLE. It is also a Writing Intensive course. Offered mainly for Economics majors, though we happily accept other students if they have successfully completed the prerequisites PRIOR to taking the course. The course studies international trade including trade theories, trade and growth, trade restrictions, regional trading blocs, protection, and regional integration. This is a writing intensive course, and students need at least a C in the paper to pass the course. Real world applications and examples abound. URL address will be available later.
Style: 90% Lecture, 10% Discussion.
Grading: 25% mid exam, 25% final exam, 25% reports/papers, 25% problem solving. Evaluation is subject to change.
Exam Format: essay and true/false explain.

Econ 4432W International Finance
3 credit(s);Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Balance of payments, international financial markets, exchange rates, international monetary systems, international investment and capital flows, open economy macroeconomic policy.
Style: 95% Lecture, 5% Discussion.

Econ 4531 Labor Economics
3 credit(s);
Instructor: STAFF
Description: Economic analysis of labor markets; population and labor force; labor market institutions; wage and employment theories; labor unions and bargaining; public policy.
Style: 90% Lecture, 10% Discussion.
Exam Format: problems, short essay

Econ 4621 Urban Economics
3 credit(s); [3101, 3102] or equivalents
Credit will not be granted if credit has been received for: ECON 4621H;
Instructor: Adams, Brian M
Description: Student may contact the instructor or department for information.

Econ 4631 Industrial Organization and Antitrust Policy
3 credit(s); 3101 or equiv
Credit will not be granted if credit has been received for: ECON 4631H;
Instructor: STAFF
Description: Relations between market structure, economic efficiency and welfare. Economic origins of market imperfections - monopoly and other restraints on competition. Purpose of antitrust and related legislation and effects. Industrial policy. Some case studies. This course is sometimes offered concurrently with Econ 3601.
Style: 90% Lecture, 10% Discussion.
Exam Format: problems and short essays

Econ 4721 Money and Banking
3 credit(s); [3101, 3102] or equiv
Credit will not be granted if credit has been received for: ECON 3701;
Instructor: STAFF
Description: Theories of money demand and money supply. Financial intermediation, banking, nonbank financial institutions, bank regulation. Role of the Federal Reserve System. Monetary policy.
Style: 95% Lecture, 5% Discussion.
Exam Format: problems and short essays

Econ 4731 Macroeconomic Policy
3 credit(s);
Instructor: STAFF
Description: The emphasis of this course is on Macroeconomic Policy, studied in a quantitatively rigorous way. We begin by reviewing the household consumption and leisure choice, and the market-clearing model. We then study inflation, unemployment, growth, taxation, government debt, and monetary policy and fiscal policy.
Style: 95% Lecture, 5% Discussion.
Exam Format: problems, short essay

Econ 4751 Financial Economics
3 credit(s); [3101 or equiv], [MATH 1271 or equiv], one sem statistics
Credit will not be granted if credit has been received for: ECON 4751H;
Instructor: STAFF
Style: 95% Lecture, 5% Discussion.
Exam Format: problems

Econ 4821 Public Economics
3 credit(s); = ECON 3801; prereq 3101, 3102 or equiv
Credit will not be granted if credit has been received for: ECON 3801;
Instructor: STAFF
Style: 95% Lecture, 5% Discussion.
Exam Format: Short essays, problem solving
Econ 4831 Cost-Benefit Analysis
3 credit(s); 3101 or equiv
Credit will not be granted if credit has been received for: ECON 4611H;
Instructor: STAFF
Description: Principles for evaluating benefits and costs of public projects or programs. Issues concerned with definition of benefits and costs. Rate of return, rate of discount. Market imperfections, risk, and uncertainty. Case studies.
Style: 95% Lecture, 5% Discussion.
Exam Format: Essay; problem solving

Econ 4993 Directed Study
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: This is for economics honors theses only.

Econ 5109 Game Theory for Engineers
A-F only, 3 credit(s); [Math 2283, 2373, 2374, 3283] or Math 4606, [M.S./Ph.D. student in engineering or comp sci or info tech or operations mgmt] or instr consent
Credit will not be granted if credit has been received for: ECON 5109H;
Instructor: Allen, Beth Elaine
Description: Student may contact the instructor or department for information.

Econ 8003 Microeconomic Analysis
2 credit(s);
Instructor: Rustichini, Aldo
Description: Student may contact the instructor or department for information.

Econ 8004 Microeconomic Analysis
2 credit(s);
Instructor: Rustichini, Aldo
Description: Student may contact the instructor or department for information.

Econ 8010 Microeconomic Theory
2 credit(s);
Instructor: Rustichini, Aldo
Description: Student may contact the instructor or department for information.

Econ 8014 Microeconomic Theory
2 credit(s);
Instructor: Rustichini, Aldo
Description: Student may contact the instructor or department for information.

Econ 8017 Macroeconomic Theory
2 credit(s);
Instructor: Chari, Varadarajan V
Description: Student may contact the instructor or department for information.

Econ 8018 Macroeconomic Theory
2 credit(s);
Instructor: Rios-Rull, Jose Victor
Description: This course complements 8105-8107. The ultimate goal of this course is to learn to use a variety of models that can be used to give quantitative answers to economic questions. The models can generate artificial data of both allocations and prices that can be meaningfully related to actual data. In this course most (if not all) of the material will be studied from the strict point of view of the theory, so we will not look at data in any serious manner nor at solving the models with the computer. The emphasis is on economic rigor, i.e. the target is to learn tools that will be useful later. The course, then, is not a survey of topics in macroeconomics. When some specific topic is addressed the objective is not to give a review of known results but rather to give an example of how an issue is addressed and of how tools are used. We will review dynamic general equilibrium models: solving for paths of interest rates, consumption, investment, prices. Models with uncertainty, search, matching, indivisibilities, private information. Implications for measurement and data reporting. Overlapping generations and dynasty models. Variational and recursive methods.

Econ 8112 Introduction to Mathematical Economics
Econ 8181 Advanced Topics in Microeconomics
2 credit(s), max credits 4;
Instructor: Rustichini, Aldo
Description: Student may contact the instructor or department for information.

Econ 8186 Advanced Topics in Macroeconomics
2 credit(s), max credits 4;
Instructor: Mc Grattan, Ellen Rose
Description: Student may contact the instructor or department for information.

Econ 8192 Workshop in Mathematical Economics
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Rustichini, Aldo
Description: Student may contact the instructor or department for information.

Econ 8192 Workshop in Mathematical Economics
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Allen, Beth Elaine
Description: Student may contact the instructor or department for information.

Econ 8207 Applied Econometrics
2 credit(s);
Instructor: Kim, Kyoo-il
Description: Student may contact the instructor or department for information.

Econ 8208 Applied Econometrics
2 credit(s);
Instructor: Luttmer, Erzo
Description: Student may contact the instructor or department for information.

Econ 8312 Economic Growth and Development
2 credit(s);
Instructor: Schmitz Jr, James A
Description: Student may contact the instructor or department for information.

Econ 8313 Economic Growth and Development
2 credit(s);
Instructor: Schulhofer-Wohl, Sam
Description: Student may contact the instructor or department for information.

Econ 8392 Workshop in Economic Growth and Development
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Chari, Varadarajan V
Description: Student may contact the instructor or department for information.

Econ 8403 International Trade and Payments Theory
2 credit(s);
Instructor: Kehoe, Patrick James
Description: Student may contact the instructor or department for information.

Econ 8404 International Trade and Payments Theory
2 credit(s);
Instructor: Kehoe, Patrick James
Description: Student may contact the instructor or department for information.
Econ 8492 Workshop in Trade and Development
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Kehoe, Timothy J
Description: Student may contact the instructor or department for information.

Econ 8503 Wages and Employment
2 credit(s), max credits 4;
Instructor: Rios-Rull, Jose Victor
Description: This course should be thought of as a Labor course with a close link to Macro that should be of interest to people with interest in both areas. Its main purpose is to learn the map from models to data i.e. to answer quantitative questions that we are interested in (in the process of doing so, some interesting theoretical questions arise). We will develop tools by stating general questions, and then discussing how to approach its answer. We will look at models of individual decision making, obviously, but mostly in the context of equilibrium models. We will look at representative agent models, models with a continuum of agents represented with measures, overlapping generations models, as well as models where agents form households. We will look at models where equilibria are optima and where they are not. We will look at stationary and non-stationary equilibria. We will look at models without perfect commitment and without perfect information. A necessary condition to be able to do applied theory is to be able to characterize some properties of the world. This involves the capability of accessing some data and of understanding the way it is organized as well as the principles that guide the construction of the main sources. This requires some knowledge of NIPA and of the way data are organized.

Econ 8582 Advanced Topics in Labor Economics
2 credit(s), max credits 4;
Instructor: Rios-Rull, Jose Victor
Description: Student may contact the instructor or department for information.

Econ 8582 Advanced Topics in Labor Economics
2 credit(s), max credits 4;
Instructor: Heathcote, Jonathan
Description: Student may contact the instructor or department for information.

Econ 8692 Workshop in Applied Microeconomics
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Holmes, Thomas Joseph
Description: Student may contact the instructor or department for information.

Econ 8704 Financial Economics
2 credit(s);
Instructor: Werner, Jan
Description: Student may contact the instructor or department for information.

Econ 8705 Financial Economics
2 credit(s);
Instructor: Luttmer, Erzo
Description: Student may contact the instructor or department for information.

Econ 8802 Public Economics
2 credit(s);
Instructor: Phelan, Christopher James
Description: Student may contact the instructor or department for information.

Econ 8803 Public Economics
2 credit(s);
Instructor: Chari, Varadarajan V
Description: Student may contact the instructor or department for information.

Education and Human Development

EdHD 1620 Current Topics: Strategies for Student Success: Effective Interviewing
1 credit(s), max credits 6, 6 completions allowed;
EdHD 1620 Current Topics: Strategies for Student Success: Developing your Personal Brand and Online Identity
1 credit(s), max credits 6, 6 completions allowed;
Instructor: Stumne, Jeannie Frances
Description: Personal branding is a way to identify who you are, what differentiates you from others, and what makes you exceptional. A personal brand can expand opportunities for your personal and professional success, now and in the future! This course will put you in control of how people know you and provide you with the experiences, resources and tools you need to not only discover your unique personal brand, but to help you maintain and update your brand as your professional experiences, visions and goals evolve. This course will involve a variety of self discovery activities that will lead you to your unique brand and will end with a roadmap to the actual launch of your online identity. Now is the time to complete this work! It's a course that is perfect for a freshman or sophomore preparing for their first volunteer experience to a junior or senior preparing for their first position in their dream job.

EdHD 1620 Current Topics: Strategies for Student Success: Preparing for Meaningful Community Engagement
1 credit(s), max credits 6, 6 completions allowed;
Instructor: Cameron, Amber Jo Swiggum
Description: This course will put you in control of how people know you and provide you with the experiences, resources and tools you need to not only discover your unique personal brand, but to help you maintain and update your brand as your professional experiences, visions and goals evolve. This course will involve a variety of self discovery activities that will lead you to your unique brand and will end with a roadmap to the actual launch of your online identity. Now is the time to complete this work! It's a course that is perfect for a freshman or sophomore preparing for their first volunteer experience to a junior or senior preparing for their first position in their dream job.

EdHD 1620 Current Topics: Strategies for Student Success: Meaningful Internships
1 credit(s), max credits 6, 6 completions allowed;
Instructor: Maples, Alyssa
Description: This course is designed to expose students to the various ways in which they can gain meaningful experiences that will boost their resume and prepare them to find ideal work experiences after graduation. Meaningful Internships will look at resources, techniques and best practices to find opportunities that relate to a students career and experiential development. This class takes into account all developmental levels of students and helps them to find experiences and resources that will expand their knowledge and skill and help them identify other experiences to assist them in reaching their goals.

EdHD 1620 Current Topics: Strategies for Student Success: Building Your Professional Network
1 credit(s), max credits 6, 6 completions allowed;
Instructor: Maples, Alyssa
Description: Are you preparing for the job or internship hunt? Are you mystified by asking professors to write a reference letter for you? Are you desperate to learn more about a career path or industry, but are uncomfortable with the idea of interviewing someone who is currently in the industry? Have you trying to find the right way to succinctly articulate your strengths and professional skills? Want to learn more about professional networking? Perfect. You’re in the right place! Tactfully initiating and managing your professional network can quickly and efficiently open doors and expose you to opportunities that might otherwise be unattainable or unknown. Additionally, the largest majority of job opportunities are found through one’s professional network? you can?t afford to neglect it! This course will provide you with hands-on experiences that will simplify and demystify the development of your professional network and you will leave with an extensive repository of resources, tools and strategies that will help you maximize your network as your personal and professional experiences and goals evolve.

EdHD 1620 Current Topics: Strategies for Student Success: Graduate School: Exploring, Preparing, Applying
1 credit(s), max credits 6, 6 completions allowed;
Instructor: Keeney, Brianne E
Description: This class is designed for students who are either exploring the idea of attending graduate school or for students planning to attend graduate school. Students will examine their career goals and associated educational needs. By the end of the course, students will have researched specific graduate programs, planned letters of recommendation, considered financial aid options, written a statement of purpose, and developed an application timeline and to-do list.

EdHD 1620 Current Topics: Strategies for Student Success: APA 101: Guidelines and Academic Integrity
1 credit(s), max credits 6, 6 completions allowed;
Instructor: Bhalla PhD, Jennifer Anita
Description: Student may contact the instructor or department for information.
EdHD 1920 CEHD Special Topics
1-3 credit(s), max credits 6;
Instructor: Boehm,Eva Lynn
Description: Student may contact the instructor or department for information.

EdHD 1920 CEHD Special Topics
1-3 credit(s), max credits 6;
Instructor: Boehm,Eva Lynn
Description: Student may contact the instructor or department for information.

EdHD 1920 CEHD Special Topics
1-3 credit(s), max credits 6;
Instructor: Boehm,Eva Lynn
Description: Student may contact the instructor or department for information.

EdHD 3002 Exploring the Teaching Profession II
A-F only, 2 credit(s);
Instructor: Stone PhD,Karla
Description: Student may contact the instructor or department for information.

EdHD 5001 Learning, Cognition, and Assessment
3 credit(s);MEd/initial licensure student or CLA music ed or preteaching major or instr consent ; psych course recommendedCredit will not be granted if credit has been received for: EPSY 3119;
Instructor: Jorczak,Robert L
Description: Student may contact the instructor or department for information.

EdHD 5003 Developmental and Individual Differences in Educational Contexts
A-F only, 2 credit(s);
Instructor: LoBello,Jana
Description: Student may contact the instructor or department for information.

EdHD 5003 Developmental and Individual Differences in Educational Contexts
A-F only, 2 credit(s);
Instructor: Johnson,Lisa Ann
Description: Student may contact the instructor or department for information.

EdHD 5005 School and Society
A-F only, 2 credit(s);
Instructor: Erickson,Erik Kristian
Description: Student may contact the instructor or department for information.

EdHD 5005 School and Society
A-F only, 2 credit(s);
Instructor: Casey,Zachary Anders
Description: Student may contact the instructor or department for information.

EdHD 5007 Technology for Teaching and Learning
A-F only, 1.5 credit(s);
Instructor: Garrison,Mark Scanlan
Description: Student may contact the instructor or department for information.

EdHD 5007 Technology for Teaching and Learning
A-F only, 1.5 credit(s);
Instructor: Gregory,Christine Ina Gabrielle
Description: Student may contact the instructor or department for information.

EdHD 5007 Technology for Teaching and Learning
A-F only, 1.5 credit(s);
Instructor: McGill,Chuck Roy
EdHD 5007 Technology for Teaching and Learning
A-F only, 1.5 credit(s);
Instructor: Bakir, Nesrin
Description: Student may contact the instructor or department for information.

EdHD 5008 Reading in the Content Areas for Initial Licensure Candidates
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Rummel, Andrew Michael
Description: Student may contact the instructor or department for information.

EdHD 5008 Reading in the Content Areas for Initial Licensure Candidates
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Kolb, Christopher L
Description: Student may contact the instructor or department for information.

EdHD 5009 Human Relations: Applied Skills for School and Society
A-F only, 1 credit(s);
Instructor: Goh PhD, Michael P.
Description: Student may contact the instructor or department for information.

EdHD 5016 Teaching Students with Special Needs in Inclusive Settings
A-F only, 1 credit(s);
Instructor: Lachermier, Thomas R
Description: Student may contact the instructor or department for information.

EdHD 5018 Academic Language and English Learners
A-F only, 1 credit(s);
Instructor: Maguire, Caroline Marie
Description: Student may contact the instructor or department for information.

EdHD 5018 Academic Language and English Learners
A-F only, 1 credit(s);
Instructor: Schornack, Miranda Lee
Description: Student may contact the instructor or department for information.

EdHD 5018 Academic Language and English Learners
A-F only, 1 credit(s);
Instructor: Dillard, Elizabeth A
Description: Student may contact the instructor or department for information.

EdHD 5020 Cultures, Schools, and Communities (Human Relations)
A-F only, 1 credit(s); Enrolled in teacher initial licensure program
Credit will not be granted if credit has been received for: EDHD 5000;
Instructor: Goh PhD, Michael P.
Description: Student may contact the instructor or department for information.

EdHD 5200 Special Topics: Professional Development for Educators: MTLE Knowledge and Skills for Beginning Teachers
1 credit(s), max credits 12, 4 completions allowed;
Instructor: Engman, Melissa M
Description: Student may contact the instructor or department for information.

EdHD 5300 Special Topics in Education and Human Development: Literacy Instruction in the Elementary Grades
4-6 credit(s), max credits 12;
Instructor: Peterson, Debra Sue
Description: Student may contact the instructor or department for information.
EdHD 5300 Special Topics in Education and Human Development: Literacy Instruction in the Elementary Grades
4-6 credit(s), max credits 12;
Instructor: Peterson, Debra Sue
Description: Student may contact the instructor or department for information.

EdHD 5300 Special Topics in Education and Human Development: Literacy Instruction in the Elementary Grades
4 credit(s), max credits 12;
Instructor: Peterson, Debra Sue
Description: Student may contact the instructor or department for information.

EdHD 5300 Special Topics in Education and Human Development: Literacy Instruction in the Elementary Grades
1-6 credit(s), max credits 12;
Instructor: Peterson, Debra Sue
Description: Student may contact the instructor or department for information.

EdHD 5300 Special Topics in Education and Human Development: Minnesota Writing Project Literacy Workshop Series
1-6 credit(s), max credits 12;
Instructor: Thompson, Muriel
Description: Student may contact the instructor or department for information.

Educational Psychology 250 Education Science Building

EPsy 3101 Creativity and Intelligence: an Introduction
OPT No Aud, 3 credit(s); Credit will not be granted if credit has been received for: EPSY 5101;
Instructor: Bart, William M
Description: This course is intended to serve students (undergraduate) interested in intelligence and creativity. The course will feature an examination of theories of intelligence and creativity and perspectives on the assessment and development of intelligence and creativity. Implications for educational practices, psychological research, and the professions and disciplines will also be studied. Attention will be provided to the role of interventions intended to enhance intellectual abilities and creativity and to relevant brain research on creativity and intelligence. The primary readings for the course will be one contemporary paperback text on creativity and one contemporary paperback text on human intelligence. This course will emphasize writing in the evaluation of student performance. Students will work in small groups to complete approximately 3 group discussion short answer essay questions. Students will learn early in the course the essay questions to be used in the course. Each student will complete a critical review of one scholarly article or book chapter, with either the article or the text chapter to be selected by the student, and one final paper. The course will be “Web Enhanced.”
Style: 100% Web Based. presentations; web enhanced course (URL not yet available)
Grading: 27% reports/papers, 20% special projects, 30% quizzes, 20% reflection paper, 3% other evaluation.

EPsy 3119 Learning, Cognition, and Assessment
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDHD 5001;
Instructor: Jorczak, Robert L
Description: Student may contact the instructor or department for information.

EPsy 3133 Practicum: Service Learning, Psychology of Multiculturalism in Education
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Tennyson, Robert D
Description: Student may contact the instructor or department for information.

EPsy 3264 Basic and Applied Statistics
3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking
Instructor: Everson, Michelle G
Description: EPsy 3264 is designed to engage students using a modeling and simulation approach to inference. This course uses pedagogical principles that are founded in research, such as small group activities and discussion. Upon completion of this course, students should have an understanding of the foundational concepts of data, variation and inference, as well as an appreciation for the fundamental role that statistics plays in a host of disciplines, such as business, economics, law, and medicine. This course is intended for undergraduate students who have completed a high school algebra course, but not previously studied statistics. There are no prerequisites for this course. However, students should have familiarity with computers and technology (e.g., internet browsing, Microsoft Word, opening/saving files, etc.). Tinkerplots software will be used extensively in the course and students will learn during the first week of the semester.
about how to gain access to this software. Please note that while this is a completely online course, there will be several assignments and discussions that you will be expected to work through on a weekly basis, and there will be important deadlines each week that you will need to meet. The purpose of these activities and assignments is to introduce ideas and content, as well as to deepen understanding of material encountered in the readings. In this course, your learning experience is dependent, to some extent, on your classmates and vice versa. Because of this, it is essential that you stay on top of the work in the course, ask questions when you are struggling, and be an active participant in small-group discussion. The classroom version of this course is discussion based and we have attempted to create a very similar active learning environment in the online course.

**Style:** 100% Web Based.
**Grading:** 5% final exam, 40% quizzes, 40% written homework, 15% class participation.

**Exam Format:** short-answer

---

**EPsy 3264 Basic and Applied Statistics**
3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking
**Instructor:** Isaak, Rebekah Ruth
**Description:** Student may contact the instructor or department for information.

**EPsy 3264 Basic and Applied Statistics**
3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking
**Instructor:** Edwards, Katherine D
**Description:** Student may contact the instructor or department for information.

**EPsy 3264 Basic and Applied Statistics**
3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking
**Instructor:** Fry, Elizabeth Brondos
**Description:** Student may contact the instructor or department for information.

**EPsy 3303 Educational Psychology Undergraduate Research Practicum**
A-F only, 3 credit(s), max credits 6;
**Instructor:** McComas, Jennifer
**Description:** Student may contact the instructor or department for information.

**EPsy 5101 Intelligence and Creativity**
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EPSY 3101;
**Instructor:** Bart, William M
**Description:** This course is intended to serve students (graduate, undergraduate, and adult special) interested in intelligence and creativity. The course will feature an examination of theories of intelligence and creativity and perspectives on the assessment and development of intelligence and creativity. Implications for educational practices, psychological research, and the professions and disciplines will also be studied. Attention will be provided to the role of interventions intended to enhance intellectual abilities and creativity and to relevant brain research on creativity and intelligence. The primary readings for the course will be one contemporary paperback text on creativity and one contemporary paperback text on human intelligence. This course will emphasize writing in the evaluation of student performance. Students will work in small groups to complete approximately 7 group discussion short answer essay questions. Students will learn early in the course the essay questions to be used in the course. Each student will complete a critical review of one scholarly article or book chapter, with either the article or the text chapter to be selected by the student, and one final paper. The course will be "Web Enhanced."
**Style:** 30% Discussion, 20% Small Group Activities, 50% Web Based, presentations; web enhanced course (URL not yet available)
**Grading:** 25% mid exam, 20% final exam, 42% reports/papers, 10% special projects, 3% other evaluation.
**Exam Format:** short essay

**EPsy 5112 Knowing, Learning, and Thinking**
A-F only, 4 credit(s);
**Instructor:** Tennyson, Robert D
**Description:** This course provides an introduction to the theory and practice of psychology in regards to the concepts of knowing, learning, and thinking. The overriding theme is the influence of psychological theories dealing with human cognition, with a focus on both historical and contemporary views and issues. The goal is to help the student acquire knowledge of learning theories and their applications. Objectives To acquire knowledge of educational foundations in learning philosophies and theories. Including the major theories of behaviorism, cognitive psychology, and constructivism.
To develop an understanding of the application of learning theory to improvements in learning. To apply learning philosophy and theory to a self-defined learning environment. Requirements 1. Student Worksheets. To help students in applying information learned in an instructional session, student worksheets will be done directly during class. 15% of the final grade. 2. Statement of Learning Philosophy and Theory. The second is a written statement that includes both your philosophy of learning and theory of learning. Each student will make a presentation of his or her report during the last week of class. 30% of the final grade. 3. Selected Key Persons and Concepts. Preparation of a written definition of selected key persons and concepts in educational psychology. Students will present the concepts to the class with accompanying examples. 20% of final grade.

**Style:** 40% Lecture, 30% Discussion. Student presentations

**Grading:** 20% final exam, 30% reports/papers, 15% special projects, 15% in-class presentation, 20% problem solving.

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

**EPsy 5113 Psychology of Instruction and Technology**
- 3 credit(s);
- **Instructor:** Tennyson, Robert D
- **Description:** Student may contact the instructor or department for information.

**EPsy 5114 Psychology of Student Learning**
- A-F only, 3 credit(s);
- **Credit will not be granted if credit has been received for:** EPSY 3301;
- **Instructor:** Varma, Sashank
- **Description:** This course will cover how people learn, both in theory and in practice. It will focus on learning and knowing from the perspectives of cognitive psychology, developmental psychology, and cognitive neuroscience. It will also cover instructional methods that apply basic research findings to improve student performance in a variety of content domains: mathematics, reading, science, and history. Students will read, present, and discuss classic and contemporary papers and will write a literature review.
- **Style:** 25% Lecture, 25% Discussion, 50% Student Presentation.

**EPsy 5191 Education of the Gifted and Talented**
- A-F only, 3 credit(s);
- **Instructor:** Taylor, Lucienne J
- **Description:** The EPSY 5191 online course provides an overview of topics on the education of the gifted and talented. Topics include cognitive and affective characteristics of gifted and talented students, the identification of gifted and talented students, curricular and instructional issues, attracting underrepresented students, and parental and social relationships. The course will feature analysis of ideas, methods, and research findings presented in book chapters and research articles. Students participate with other course members through online discussion groups. At the end of the course you will have a sample plan for a district. EPSy 5191 will be attractive to future and current educators, counselors and other interested parties concerned with the education of the gifted and talented. This course may also be used as part of the certification program in gifted education and talent development.
- **Style:** 70% Discussion. Researching information on the web
- **Grading:** 60% reports/papers, 40% other evaluation. Discussion questions
- **Exam Format:** No exam

**EPsy 5243 Principles and Methods of Evaluation**
- 3 credit(s);
- **Credit will not be granted if credit has been received for:** OLPD 5501;
- **Instructor:** STAFF
- **Description:** Introduction to program evaluation. Planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

**EPsy 5246 Evaluation Colloquium: Psychological Foundations**
- S-N only, 1 credit(s), Max credits 8, 8 completions allowed; 5243 or EdPA 5501 Credit will not be granted if credit has been received for: OLPD 5524;
- **Instructor:** Stout PhD, Karen Evans
- **Description:** Student may contact the instructor or department for information.

**EPsy 5261 Introductory Statistical Methods**
- 3 credit(s);
- **Credit will not be granted if credit has been received for:** EPSY 5231;
- **Instructor:** Everson, Michelle G
- **Description:** This course is designed to provide an overview of introductory statistics. The topics to be covered in this course include graphing techniques, measures of center and spread, normal distributions, correlation, simple linear regression, sampling methods, experimental design, sampling distributions, and methods of statistical estimation and inference. Upon completion of this introductory course, students should be able to: (1) think critically about statistics used in
popular magazines, newspapers, and journal articles, (2) apply the knowledge gained in the course to analyze simple statistics used in research, and (3) design a research study, use a statistical software package to analyze the data generated from this research study, and appropriately report the conclusions of this research study. Because this version will be conducted entirely online, it is important for all students to keep up with required readings and assignments. Students are also expected to be active participants in this course. Active participation includes asking and answering questions in assigned discussion groups, posting responses to assignments and discussion questions in discussion groups, and responding to the messages posted by other members of the class. Students will also be expected to use statistical software in the course. The instructor will provide students within information on the first day of class about the software that will be used and how to access this software.

Style: 100% Web Based. Class involves a lot of discussion/small-group activities and independent learning activities

Grading: 18% mid exam, 18% final exam, 18% reports/papers, 22% special projects, 21% written homework, 3% reflection paper.

Exam Format: mostly short-answer questions

**EPsy 5261 Introductory Statistical Methods**

3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231;
Instructor: Ziegler, Laura Ann
Description: Student may contact the instructor or department for information.

**EPsy 5262 Intermediate Statistical Methods**

3 credit(s);
Instructor: Everson, Michelle G
Description: This course continues where EPSY 5261 (Introductory Statistical Methods) ends. Together, these two courses provide an alternative to the sequence EPSY 8261-8262. It is assumed that students who are registered in EPSY 5262 have successfully completed EPSY 5261 or its equivalent. By the end of the course, students should be able to: (1) understand the basic ideas and types of experimental design and analysis of variance (ANOVA), (2) run and interpret analyses involving real data using statistical software (SPSS), (3) decompose data based on different models, applying algebraic notation, (4) check assumptions for models and select appropriate models for data, and (5) complete an independent project where they design an experiment, gather data, analyze and interpret the data, and write up the results in a paper. The Fall 2012 section of 5262 will be offered completely online.
Style: 100% Web Based.
Grading: 19% mid exam, 19% final exam, 19% reports/papers, 22% written homework, 21% problem solving.
Exam Format: Mostly short answer questions

**EPsy 5400 Special Topics in Counseling Psychology: Child and Adolescent Development and Family Issues**

2 credit(s), max credits 8, 8 completions allowed;
Instructor: Wahl, Kay Herting
Description: Student may contact the instructor or department for information.

**EPsy 5432 Foundations of Individual/Organizational Career Development**

3 credit(s);
Instructor: Quast, Louis Neumann
Description: This course is designed for students pursuing a career where they will either informally coach others on their careers, or formally help clients with their career planning and development. It has been designed for students pursuing careers in Human Resources and Industrial Relations; Human Resource Development; Educational Administration; and any management or professional career where an individual will coach employees or individuals on the development of their careers. The class will explore: The Changing Nature of Work and Work Organizations; How to Gather Information About Occupational Preferences and Prospects; Key Models and Theories of Career Development; The Roles of Achievement, Abilities, Aptitudes, and Values in the Career Development Process; Approaches to Coaching Others on Career Issues; The Social and Economic Aspects of Work; Organizational perspectives on career development; Working with individuals in career transition. The class will be experiential, collaborative, and practical in nature. Students will develop skills in assessing their own career interests and those of others, and developing career planning and career coaching abilities. Goals and Objectives Students in this course will: >Explore the changing nature of careers, from an individual perspective. >Explore the changing nature of careers, from an organizational perspective. >Learn and understand multiple Career Development models and theories. >Analyze their own career interests, applying concepts from the course. >Learn and understand several Career Coaching approaches and tools. >Practice the use of these Career Coaching tools in interaction with fellow students. >Understand Outplacement services as a part of career transition and development.
EPsy 5451 College Students Today
3 credit(s);
Instructor: Gupton, Jarrett Temple
Description: Student may contact the instructor or department for information.

EPsy 5604 Transition From School to Work and Community Living for Persons With Special Needs
3 credit(s);
Instructor: Peper, Christine R
Description: This course will emphasize the use and application of effective strategies and models for improving the transition of youth from school to work and community living for students aged 14-21. This will include course content that specifically addresses all phases of student assessment, individualized transition planning, parent, family and student involvement in designing post school options, use of appropriate community-based services (employment, residential living, social and recreational services, etc), and comprehensive interagency approaches for transition.
Style: 40% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

EPsy 5609 Family-centered Services
A-F only, 2 credit(s);
Instructor: Watson, Christopher L
Description: Student may contact the instructor or department for information.

EPsy 5613 Foundations of Special Education I
A-F only, 3 credit(s);
Instructor: Seifert PhD, Kathy
Description: Student may contact the instructor or department for information.

EPsy 5613 Foundations of Special Education II
A-F only, 3 credit(s);
Instructor: Kelley, Mary Beth
Description: This course is designed for those who will be teaching and/or providing consultative services to teachers and parents of students with special needs. Participants will learn how to use assessment procedures in developing Individual Education Programs (IEPs) for students with disabilities. Course content includes core knowledge and research related to quantitative and qualitative approaches to assessment. Non-discriminatory assessment practices, legislation, litigation, and due process regulations related to assessment and evaluation will be highlighted. Particular emphasis will be placed on using assessment as part of an ongoing process for making instructional programming decisions. Students will use case studies to acquire and apply skills in designing and evaluating assessment plans, make eligibility and instructional decisions, and formulate individual education plans. Emphasis will be placed on the active role of parents and outside agency professionals in the assessment and evaluation process. Experience will be provided in collaborative group processes.

EPsy 5615 Advanced Academic Interventions
A-F only, 3 credit(s);
Instructor: Seifert PhD, Kathy
Description: Student may contact the instructor or department for information.

EPsy 5616 Behavior Analysis and Classroom Management
3 credit(s);
Instructor: Ticha, Renata
Description: Student may contact the instructor or department for information.

EPsy 5616 Behavior Analysis and Classroom Management
3 credit(s);
Instructor: Kunkel, Amy Katherine
EPsy 5616 Behavior Analysis and Classroom Management
3 credit(s);
Instructor: Parker-McGowan, Quannah Elizabeth
Description: Student may contact the instructor or department for information.

EPsy 5618 Specialized Interventions for Students With Disabilities in Reading and Written Language
A-F only, 3 credit(s);
Instructor: Mahlke, Amy Gerilyn
Description: Student may contact the instructor or department for information.

EPsy 5621 Academic Instruction for Students with Mild to Moderate Intellectual Disabilities
A-F only, 3 credit(s);
Instructor: Peper, Christine R
Description: The focus of this course is academic instruction for students with mild to moderate intellectual disabilities. Academic instruction in language arts, math and science will be taught. Access to general education curriculum along with instructional accommodations and assistive technology will be incorporated into lessons on academic instruction. Summative and formative assessments as they relate to the academic areas for students with mild to moderate intellectual disabilities will be discussed. Classes will take the form of lectures, discussion, work in groups and technology-based strategies.
Style: 30% Lecture, 10% Film/Video, 30% Discussion, 20% Small Group Activities, 10% Student Presentation.

EPsy 5646 Reading and Writing Practices with Deaf/Hard of Hearing Children
3 credit(s);
Instructor: Schultz, Mary Hale
Description: This class focuses mainly on graduate students who plan to be teaching reading and writing to deaf and hard of hearing learners in grades 1-12. This course addresses current issues and best practice strategies and technology used by teachers working with deaf and/or hard of hearing students with limited and emerging language as well as with students who have a developed first language. Students in this class will develop a final project which includes balanced literacy built into a theme for a given grade level. Each week one portion of this will be addressed and developed. The class is part lecture and part discussion focusing on current research and the use of two texts: (1) Johns and Lenski (2005) Improving Reading Strategies & Resources Dubuque, IA Kendall Hunt (2) McAnnally P.L., Rose S. & Quigley S. P. (1999) _Reading Practices with Deaf Learners_ Austin, TC: PRO-ED.
Style: 60% Lecture, 5% Film/Video, 20% Discussion, 5% Small Group Activities, 5% Demonstration.
Grading: 48% reports/papers, 20% special projects, 22% quizzes, 10% other evaluation. response to reading and research

EPsy 5648 Communication Systems for Children with Disabilities
2 credit(s);
Instructor: Paulson, Anna Regas
Description: Student may contact the instructor or department for information.

EPsy 5649 Models of Instructional Programming With Deaf and Hard of Hearing Students
3 credit(s);
Instructor: Paulson, Anna Regas
Description: Student may contact the instructor or department for information.

EPsy 5657 Interventions for Social and Emotional Disabilities
A-F only, 3 credit(s);
Instructor: Kelley, Mary Beth
Description: Building on the information presented in the course Social and Interpersonal Characteristics of Students with Disabilities (EPSY 5656), this course will continue discussing how social and emotional disorders manifest themselves in classrooms and how teachers of students with emotional and behavioral disorders can respond in ways that further the inclusion of these students in regular education settings and curriculum. In addition, the implementation of procedural safeguards and of due process rules regarding the civil rights of students with emotional/behavioral disabilities is a focus. All of the activities will be situated in the contexts of functional analysis of behavior, reflective teacher/teaching practice, and understanding of diversity.

EPsy 5681 Education of Preschool Children With Disabilities: Methods and Materials
EPsy 5702 Practicum in Autism Spectrum Disorder
A-F only, 3 credit(s);
Instructor: Reichle, Joe E
Description: Student may contact the instructor or department for information.

EPsy 5703 Practicum in Applied Behavior Analysis
A-F only, 3 credit(s);
Instructor: McComas, Jennifer
Description: Student may contact the instructor or department for information.

EPsy 5720 Special Topics: Special Education: Exceptionality in Schools and Communities
2 credit(s), max credits 12, 12 completions allowed;
Instructor: Seifert PhD, Kathy
Description: Student may contact the instructor or department for information.

EPsy 5751 Student Teaching: Deaf and Hard of Hearing
1-6 credit(s), max credits 10, 10 completions allowed;
Instructor: Paulson, Anna Regas
Description: Student may contact the instructor or department for information.

EPsy 5752 Student Teaching: Learning Disabilities
S-N only, 1-6 credit(s), max credits 10, 10 completions allowed;
Instructor: Seifert PhD, Kathy
Description: A higher level of understanding of specific learning disabilities will be the focus of this course. The transfer of theoretical knowledge to practical application learned throughout the students' program will be examined. Understanding of the role of the learning strategies specialist in resource and inclusive settings for students of elementary and secondary age is essential. Student teaching provides an opportunity to demonstrate competencies in teaching students with developmental disabilities that are outlined by the Minnesota Department of Education Board of Teaching and the University of Minnesota as requirements for the teaching license.

EPsy 5754 Student Teaching: Social and Emotional Disabilities
A-F only, 1-6 credit(s), max credits 8, 8 completions allowed;
Instructor: Kelley, Mary Beth
Description: Student may contact the instructor or department for information.

EPsy 5755 Student Teaching: Developmental Disabilities, Mild/Moderate
A-F only, 1-6 credit(s), max credits 6;
Instructor: Peper, Christine R
Description: The purpose of this two-semester sequence of Developmental Disabilities student teaching experiences is to provide student teachers with support and opportunities to demonstrate the following competencies from the MN Rules for Special Education: Developmental Disabilities. For a complete list of competencies addressed in this seminar, see attached Student Teaching Competencies for Licensure in Developmental Disabilities - Revised January 2004.

EPsy 5756 Student Teaching: Developmental Disabilities, Moderate/Severe
A-F only, 1-6 credit(s), max credits 6;
Instructor: Peper, Christine R
Description: The purpose of this two-semester sequence of Developmental Disabilities student teaching experiences is to provide student teachers with support and opportunities to demonstrate the following competencies from the MN Rules for Special Education: Developmental Disabilities. For a complete list of competencies addressed in this seminar, see attached Student Teaching Competencies for Licensure in Developmental Disabilities - Revised January 2004.
assessment, planning, and placement procedures specific to teaching students with developmental disabilities. b. To use individual education program plans to design and implement appropriate instruction for students with developmental disabilities. c. To communicate and interact with students, families, colleagues, and the community to support student learning and well-being. d. To apply the standards of effective practice in teaching students with developmental disabilities through a variety of early and ongoing clinical experiences with kindergarten or primary, intermediate or middle level, and high school students across a range of service delivery models.

**Style:** 25% Lecture, 75% Small Group Activities.

**EPsy 5761 Student Teaching in Early Childhood Special Education Settings for Children Aged Three to Five Years**
- **S-N only, 3 credit(s), max credits 6;**
- **Instructor:** Paulson, Anna Regas
- **Description:** Student teachers work closely with their cooperating teacher and University supervisor to design/implement programming for children in classrooms. Course includes an on-line seminar with discussion, cooperative learning experiences.
- **Style:** 25% Web Based, 75% Service Learning. Students will be required to participate in student teaching in the area schools for 20 hours/week.
- **Grading:** Student evaluation will be based on formative assessment measures completed by the cooperating teacher and the University Supervisor. Additional evaluation will be based on seminar participation and course assignments.

**EPsy 5762 Student Teaching in Early Childhood Special Education for Children Aged Birth to Three Years**
- **S-N only, 3 credit(s), max credits 6;**
- **Instructor:** Paulson, Anna Regas
- **Description:** Student teachers work closely with cooperating teacher and University supervisor to design/implement programming for families with children aged birth-to-three in their homes. Course includes on-line seminar with discussion, cooperative learning experiences.
- **Style:** 25% Web Based, 75% Service Learning. Students will be expected to participate in student teaching in the area home intervention programs for 20 hours/week.
- **Grading:** Student evaluation will be based on formative assessment measures completed by the cooperating teacher and the University Supervisor. Additional evaluation will be based on seminar participation and course assignments.

**EPsy 5801 Assessment and Decision Making in School and Community Settings**
- **A-F only, 3 credit(s);**
- **Instructor:** Petersen-Brown, Shawna M
- **Description:** Student may contact the instructor or department for information.

**EPsy 5849 Observation and Assessment of the Preschool Child**
- **3 credit(s);**
- **Instructor:** Buerkle, Karla
- **Description:** Student may contact the instructor or department for information.

**EPsy 5851 Engaging Diverse Students and Families**
- **3 credit(s);**
- **Instructor:** Sullivan, Amanda Louise
- **Description:** Student may contact the instructor or department for information.

**EPsy 5991 Independent Study in Educational Psychology**
- **A-F only, 1-8 credit(s), max credits 20, 20 completions allowed;**
- **Instructor:** STAFF
- **Description:**

**EPsy 8114 Seminar: Cognition and Learning**
- **3 credit(s), max credits 9, 3 completions allowed;**
- **Instructor:** Varma, Keiha
- **Description:** In this course we will explore research at the intersection of cognitive science, educational psychology, and science education. We will discuss what psychology tells us about how people think reason, and make decisions. The primary focus is to read empirical research that explores the psychological processes that underlie scientific reasoning and to think about how our knowledge of these processes informs teaching and learning in science classrooms. The papers for this course will be drawn from the cognitive psychology, educational psychology, developmental psychology and science education literatures. Class meetings will focus on student-led, in-depth paper presentations.
**EPsy 8132 Personality Development and Socialization**  
3 credit(s);  
Instructor: Burke, Caroline Anne  
Description: Student may contact the instructor or department for information.

**EPsy 8221 Psychological Scaling**  
3 credit(s);  
Instructor: Davison, Mark L  
Description: Student may contact the instructor or department for information.

**EPsy 8225 Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating**  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Wyse, Adam Edward  
Description: Student may contact the instructor or department for information.

**EPsy 8226 Item Response Models: Theory and Applications**  
3 credit(s);  
Instructor: Davison, Mark L  
Description: Student may contact the instructor or department for information.

**EPsy 8247 Advanced Interviewing and NVIVO**  
3 credit(s);  
Instructor: Lawrenz, Frances P  
Description: Student may contact the instructor or department for information.

**EPsy 8252 Methods in Data Analysis for Educational Research II**  
3 credit(s);  
Instructor: Zieffler PhD, Andrew S  
Description: Student may contact the instructor or department for information.

**EPsy 8262 Statistical Methods II: Regression and the General Linear Model**  
3 credit(s);  
Instructor: Zieffler PhD, Andrew S  
Description: Student may contact the instructor or department for information.

**EPsy 8265 Factor Analysis**  
3 credit(s);  
Instructor: Davenport Jr, Ernest C  
Description: Student may contact the instructor or department for information.

**EPsy 8266 Statistical Analysis Using Structural Equation Methods**  
3 credit(s);  
Instructor: Maruyama, Geoffrey M  
Description: Student may contact the instructor or department for information.

**EPsy 8267 Applied Multivariate Analysis**  
3 credit(s);  
Instructor: Davenport Jr, Ernest C  
Description: Student may contact the instructor or department for information.

**EPsy 8282 Statistical Analysis of Longitudinal Data**  
3 credit(s);  
Instructor: Kohli, Nidhi  
Description: Student may contact the instructor or department for information.

**EPsy 8403 Social/Cultural Contexts: Counseling and Skills**  
A-F only, 3 credit(s);  
Instructor: Burke, Caroline Anne  
Description: Student may contact the instructor or department for information.
EPsy 8404 Group Counseling: Theory, Applications, and Skills
A-F only, 3 credit(s);
Instructor: Shih PhD, LP, Jerome Stuart
Description: Student may contact the instructor or department for information.

EPsy 8407 Assessing and Counseling Clients With Psychological Disorders
A-F only, 4 credit(s);
Instructor: Burke, Caroline Anne
Description: Student may contact the instructor or department for information.

EPsy 8411 Advanced Counseling Research
A-F only, 4 credit(s);
Instructor: Turner, Sherri L
Description: Student may contact the instructor or department for information.

EPsy 8413 Personality Assessment of Adolescents and Adults
A-F only, 3 credit(s);
Instructor: Turner, Sherri L
Description: Student may contact the instructor or department for information.

EPsy 8435 Organization of School Counseling Comprehensive Programs
A-F only, 3-6 credit(s), max credits 6;
Instructor: Wahl, Kay Herting
Description: Student may contact the instructor or department for information.

EPsy 8504 Counseling Practicum II
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Skovholt, Thomas M
Description: Student may contact the instructor or department for information.

EPsy 8504 Counseling Practicum II
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Wahl, Kay Herting
Description: Student may contact the instructor or department for information.

EPsy 8509 Supervision Practicum: CSPP
1-2 credit(s), max credits 5, 5 completions allowed;
Instructor: Skovholt, Thomas M
Description: Student may contact the instructor or department for information.

EPsy 8512 Internship: CSPP
S-N only, 1-12 credit(s), max credits 12, 12 completions allowed;
Instructor: Turner, Sherri L
Description: Student may contact the instructor or department for information.

EPsy 8522 Counseling Practicum: Advanced
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Skovholt, Thomas M
Description: Student may contact the instructor or department for information.

EPsy 8600 Special Topics: Special Education Issues: Writing Grant Proposals
3 credit(s), max credits 9, 9 completions allowed;
Instructor: Marston, Douglas Bruce
Description: Student may contact the instructor or department for information.

EPsy 8694 Research in Special Education
3 credit(s);
Instructor: McConnell PhD, Scott Rushton
Description: Student may contact the instructor or department for information.
EPsy 8702 Doctoral Core Seminar: Special Education II
A-F only, 3 credit(s), max credits 6;
Instructor: McMaster,Kristen Lee
Description: EPSY 8702 is the second core seminar for doctoral students in Educational Psychology - Special Education Programs. The purpose of the seminar is twofold: (1) to develop expertise in the critical examination of literature addressing issues, problems, and practices related to individuals with special needs in educational and community settings, and (2) to examine the varying roles and responsibilities of academicians in the field of special education. Seminar activities will include an analysis of processes used to review the literature as a scholarly contribution to the field of special education and as an avenue for research and practices related to the education of students with special needs. The outcome of this seminar is the development of a literature review on a topic of interest to the scholar, which may be used to structure the pre-dissertation study, and may be appropriate for publication. Participants will also examine and articulate the responsibilities of an academian, with a focus on learning models and strategies.
Style: 5% Lecture, 50% Discussion, 20% Small Group Activities, 20% Student Presentation, 5% Guest Speakers.

EPsy 8800 Special Topics in School Psychology: Early Childhood Issues: Engaging Community
1 credit(s), max credits 9, 9 completions allowed;
Instructor: Buerkle,Karla
Description: Student may contact the instructor or department for information.

EPsy 8800 Special Topics in School Psychology: Seminar in Research in School Psychology
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Christ,Theodore J
Description: Student may contact the instructor or department for information.

EPsy 8812 Assessment in School Psychology II: Intellectual and Social-Emotional Domains
A-F only, 3 credit(s);
Instructor: Hansen,Annie
Description: Student may contact the instructor or department for information.

EPsy 8813 Assessment Practicum in School Psychology
A-F only, 2 credit(s), max credits 4;
Instructor: Hansen,Annie
Description: Student may contact the instructor or department for information.

EPsy 8815 Individual and System Socio-Emotional Interventions
A-F only, 3 credit(s);
Instructor: Hansen,Annie
Description: Student may contact the instructor or department for information.

EPsy 8818 Intervention Practicum in School Psychology
A-F only, 1 credit(s), max credits 2;
Instructor: Hansen,Annie
Description: Student may contact the instructor or department for information.

EPsy 8823 Ethics and Professional Standards in School Psychology
A-F only, 3 credit(s);
Instructor: Sullivan,Amanda Louise
Description: Student may contact the instructor or department for information.

EPsy 8831 Practicum: School Psychological Services
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Buerkle,Karla
Description: Student may contact the instructor or department for information.

EPsy 8832 Clinical/Community Practice in School Psychology
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Buerkle,Karla
Description: Student may contact the instructor or department for information.

EPsy 8841 Practicum: Instruction and Supervision in School Psychology
EPsy 8842 Internship: School Psychological Services
A-F only, 2 credit(s), max credits 4;
Instructor: Christ, Theodore J
Description: Student may contact the instructor or department for information.

EPsy 8905 History and Systems of Psychology: Landmark Issues in Educational Psychology
3 credit(s);
Instructor: Bart, William M
Description: This course will present a contemporary perspective on historical movements in psychology, educational psychology, and related fields that have framed and affected current perspectives in Educational Psychology, provide students with information that allows each to assess the development of these perspectives, and provide students an opportunity to articulate their own perspective within this contemporary and historical matrix.
Style: 40% Lecture, 30% Discussion, 30% Student Presentation.
Grading: 50% final exam, 20% reports/papers, 20% special projects, 10% in-class presentation.
Exam Format: The final exam will be composed of objective items to assess knowledge of the history of psychology and landmark issues in educational psychology.

Electrical and Computer Engineering
EE 1 Refresher Course for Electrical Engineers
A-F only, 0 credit(s);
Instructor: Nordell, Daniel Edwin
Description: This course is a review of electrical engineering fundamentals required to pass the National Council of Engineering Examiners Principles and Practice Examination in the discipline of Electrical Engineering. It is designed to aid the electrical engineer in preparation for the PE examination by presenting an organized review of material ordinarily contained in a college electrical engineering curriculum. Primary emphasis will be on problem solving with orientation as close as possible to the type of questions contained in the exam. Prerequisites: Completion of the Fundamentals of Engineering exam Electrical Engineering or equivalent degree 4 years electrical engineering experience
Style: 75% Lecture, 25% Discussion.
Grading: 100% successful completion of the FE exam

EE 1001 Introduction to Electrical and Computer Engineering
S-N only, 1 credit(s);
Instructor: Ernie, Douglas
Description: Student may contact the instructor or department for information.

EE 1301 Introduction to Computing Systems
4 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

EE 2001 Introduction to Circuits and Electronics
3 credit(s);
Instructor: Stadler, Bethanie J. Hills
Description: Student may contact the instructor or department for information.
EE 2002 Introductory Circuits and Electronics Laboratory
1 credit(s);
Instructor: Robbins, William P
Description: Student may contact the instructor or department for information.

EE 2011 Linear Systems, Circuits, and Electronics
3 credit(s);
Instructor: Ravindran, Niranjay
Description: Student may contact the instructor or department for information.

EE 2301 Introduction to Digital System Design
4 credit(s);
Instructor: Cherkassky, Vladimir S
Description: Student may contact the instructor or department for information.

EE 2301 Introduction to Digital System Design
4 credit(s);
Instructor: Cherkassky, Vladimir S
Description: Student may contact the instructor or department for information.

EE 2301 Introduction to Digital System Design
4 credit(s);
Instructor: Cherkassky, Vladimir S
Description: Student may contact the instructor or department for information.

EE 2301 Introduction to Digital System Design
4 credit(s);
Instructor: Riedel, Marc
Description: Student may contact the instructor or department for information.

EE 2361 Introduction to Microcontrollers
4 credit(s);
Instructor: STAFF
Description: Computer organization, assembly language programming, arithmetic/logical operations, parallel/serial input/output. Microprocessor/microcontroller interfacing: memory design, exception handling, interrupts, using special-purpose features such as A/D converters, fuzzy logic, DSP operations. Integral lab.
Style: 50% Lecture, 15% Discussion, 35% Laboratory.
Grading: 15% mid exam, 40% final exam, 15% quizzes, 20% laboratory evaluation, 10% problem solving.
Exam Format: Solve problems

EE 3005 Fundamentals of Electrical Engineering
4 credit(s);
Instructor: Mahmoodi PhD, Abolghassem B
Description: Student may contact the instructor or department for information.

EE 3006 Fundamentals of Electrical Engineering Laboratory
1 credit(s);
Instructor: Mahmoodi PhD, Abolghassem B
Description: Student may contact the instructor or department for information.

EE 3015 Signals and Systems
3 credit(s);
Instructor: Dhople, Sairaj
Description: Student may contact the instructor or department for information.

EE 3025 Statistical Methods in Electrical and Computer Engineering
3 credit(s);
Instructor: Sidiropoulos, Nikolaos
for analysis and design in random environment. Text: R. D. Yates and D. J. Goodman, Probability and Stochastic Processes, 1999, John Wiley, New York. This course provides a basic introduction to statistical models and related analysis techniques, with applications in communications, control, and networking. The primary prerequisite is communications, control, and networking. The primary prerequisite is EE3011 (under the quarter system) or EE3015 (under the semester system) - covering concepts and tools of signal analysis and spectral (Fourier) representation - generalized herein to the case of non-deterministic (non-predictable) signals, of interest in most practical situations where one has to deal with uncertainty. MATLAB is a widely used computer tool for simulating statistical phenomena and signals of interest to electrical engineers, and will be used extensively in this course. Please note that MATLAB was introduced in EE3015 (or EE3011), so a working knowledge of it is assumed as prerequisite for this class. Recitations will be administered in a cooperative learning format, with students working in small groups to solve course-related problems using MATLAB, with the recitation instructor serving in a supervisory mode.

Style: 75% Lecture. Recitations, groups of 3-4 people working as a team to solve problems using

Grading: 40% mid exam, 45% final exam, 15% problem solving.

Exam Format: Problem-solving

EE 3041 Industrial Assignment I
A-F only, 2 credit(s);
Instructor: Higman, Ted King
Description: Student may contact the instructor or department for information.

EE 3101 Circuits and Electronics Laboratory I
2 credit(s);
Instructor: Robbins, William P
Description: Student may contact the instructor or department for information.

EE 3102 Circuits and Electronics Laboratory II
2 credit(s);
Instructor: Higman, Ted King
Description: Student may contact the instructor or department for information.

EE 3115 Analog Electronics
3 credit(s);
Instructor: Higman, Ted King
Description: Student may contact the instructor or department for information.

EE 3161 Semiconductor Devices
3 credit(s);
Instructor: Oh, Sang-Hyun
Description: Student may contact the instructor or department for information.

EE 3601 Transmission Lines, Fields, and Waves
3 credit(s);
Instructor: Li, Mo
Description: Student may contact the instructor or department for information.

EE 3990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 4;
Instructor: Kinney, Larry L
Description: Student may contact the instructor or department for information.

EE 4043W Industrial Assignment II
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Higman, Ted King
Description: Student may contact the instructor or department for information.

EE 4044 Industrial Assignment III
A-F only, 2 credit(s);
Instructor: Higman, Ted King
Description: Student may contact the instructor or department for information.
EE 4111 Advanced Analog Electronics Design
4 credit(s);
Instructor: Higman, Ted King
Description: Student may contact the instructor or department for information.

EE 4161W Energy Conversion and Storage
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Imbertson, Paul Jay
Description: Student may contact the instructor or department for information.

EE 4163 Energy Conversion and Storage Laboratory
1 credit(s);
Instructor: Cohen, Philip I
Description: Student may contact the instructor or department for information.

EE 4233 State Space Control System Design
3 credit(s);
Instructor: salapaka, murti v
Description: Student may contact the instructor or department for information.

EE 4237 State Space Control Laboratory
1 credit(s);
Instructor: salapaka, murti v
Description: Student may contact the instructor or department for information.

EE 4341 Embedded System Design
4 credit(s);
Instructor: Posbergh, Thomas Alfred
Description: Student may contact the instructor or department for information.

EE 4363 Computer Architecture and Machine Organization
4 credit(s); 2361 credit will not be granted if credit received for: 5361, CSci 5201, Credit will not be granted if credit has been received for: CSCI 4203;
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.

EE 4607 Wireless Hardware System Design
3 credit(s);
Instructor: Franklin, Rhonda R.
Description: Student may contact the instructor or department for information.

EE 4701 Electric Drives
3 credit(s);
Instructor: Imbertson, Paul Jay
Description: Electric motors, motor drives, and control systems, using readily understandable Space-Vector teaching methods. Topics include: Rotational Mechanics; Magnetism; Power Electronic Drives; DC Motors; Permanent-Magnet Motors; Synchronous Motors; Induction Motors; and Motor Control.

EE 4703 Electric Drives Laboratory
1 credit(s);
Instructor: Imbertson, Paul Jay
Description: Student may contact the instructor or department for information.

EE 4951W Senior Design Project
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Imbertson, Paul Jay
Description: Student may contact the instructor or department for information.

EE 4970 Directed Study
EE 4982V Senior Honors Project II
2 credit(s); Meets CLE req of Writing Intensive
Instructor: Lilja, David J
Description: Student may contact the instructor or department for information.

EE 5141 Introduction to Microsystem Technology
4 credit(s);
Instructor: Talghader, Joseph John
Description: Student may contact the instructor or department for information.

EE 5164 Semiconductor Properties and Devices II
3 credit(s);
Instructor: Koester, Steven J
Description: Student may contact the instructor or department for information.

EE 5235 Robust Control System Design
3 credit(s);
Instructor: Seiler, Jr., Peter J
Description: Student may contact the instructor or department for information.

EE 5302 VLSI Design Automation II
3 credit(s);
Instructor: Sapatnekar, Sachin Suresh
Description: Student may contact the instructor or department for information.

EE 5324 VLSI Design II
3 credit(s);
Instructor: Bazargan, Kia
Description: Student may contact the instructor or department for information.

EE 5327 VLSI Design Laboratory
3 credit(s);
Instructor: Sobelman, Gerald Edward
Description: Student may contact the instructor or department for information.

EE 5393 Circuits, Computation, and Biology
3 credit(s);
Instructor: Riedel, Marc
Description: Student may contact the instructor or department for information.

EE 5542 Adaptive Digital Signal Processing
3 credit(s);
Instructor: Ebbini, Emad S
Description: Student may contact the instructor or department for information.

EE 5545 Digital Signal Processing Design
3 credit(s);
Instructor: Ebbini, Emad S
Description: Student may contact the instructor or department for information.

EE 5549 Digital Signal Processing Structures for VLSI
3 credit(s);
Instructor: Parhi, Keshab K.
Description: Student may contact the instructor or department for information.
EE 5585 Data Compression  
3 credit(s);  
Instructor: Mazumdar,Arya  
Description: Student may contact the instructor or department for information.

EE 5601 Introduction to RF/Microwave Engineering  
3 credit(s);  
Instructor: Gopinath,Anand  
Description: Student may contact the instructor or department for information.

EE 5613 RF/Microwave Circuit Design Laboratory  
A-F only, 2 credit(s);  
Instructor: Gopinath,Anand  
Description: Student may contact the instructor or department for information.

EE 5621 Physical Optics  
3 credit(s);  
Instructor: Leger,James Robert  
Description: This course is an introduction to Fourier analysis of optical systems, with applications to spatial filtering, optical information processing, magnetic resonance imaging, holography and coherence theory. Linear systems theory is used to describe diffraction (Fresnel and Fraunhofer), optical system resolution and aberrations. Emphasis is placed on the similarities and differences in analysis of optical and electrical systems. Current topics of special interest include computer generated holograms, diffractive optical elements, computer tomography and optical coherence tomography.  
Style: 90% Lecture, 10% Discussion.  
Grading: 40% mid exam, 40% final exam, 20% problem solving. 2 mid-term exam  
Exam Format: Problem solving, patterned after homework, emphasizing physical concepts

EE 5622 Physical Optics Laboratory  
1 credit(s);  
Instructor: Leger,James Robert  
Description: This course is designed to give a senior or graduate student a working knowledge of experimental optical techniques. It consists of a series of laboratory exercises that demonstrate topics in interferometry, diffraction theory, imaging, frequency domain descriptions of optical systems, coherence, speckle and fiber optics. The laboratory equipment is highly automated via CCD cameras and computers, simplifying data collection and producing improved accuracy. Emphasis is placed on optical techniques that can be used in a wide variety of experimental situations. The student is asked to keep a professional laboratory journal, similar to what would be used in industry. No other written work is required. The course grade is assigned based on this journal, an assessment of laboratory performance, and a final test. The final test can be either written or individual oral, based on a vote from the students attending. Knowledge of basic optical systems and Fourier analysis is helpful.  
Style: 100% Laboratory.  
Grading: 33% final exam, 33% laboratory evaluation, 33% other evaluation. Lab book  
Exam Format: Written or oral, based on student vote

EE 5741 Advanced Power Electronics  
3 credit(s);  
Instructor: Mohan,Ned  
Description: Student may contact the instructor or department for information.

EE 5940 Special Topics in Electrical Engineering I  
3 credit(s), max credits 12, 3 completions allowed;  
Instructor: Gutzmann,Mark George  
Description: Student may contact the instructor or department for information.

EE 5940 Special Topics in Electrical Engineering I: Power System Protection  
3 credit(s), max credits 12, 3 completions allowed;  
Instructor: Gutzmann,Mark George  
Description: Student may contact the instructor or department for information.

EE 5940 Special Topics in Electrical Engineering I: Parallel Algorithm Techniques  
4 credit(s), max credits 12, 3 completions allowed;  
Instructor: Sartori,John M
EE 5940 Special Topics in Electrical Engineering I: Magnetic Materials & Spintronics for Biomedical
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Wang,Jianping
Description: Student may contact the instructor or department for information.

EE 5940 Special Topics in Electrical Engineering I: Power System Protection
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Mysore,Pratap
Description: Student may contact the instructor or department for information.

EE 5940 Special Topics in Electrical Engineering I
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Mysore,Pratap
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Imbertson,Paul Jay
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Ernie,Douglas
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Rennole,Charles Leon
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Gopinath,Anand
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Tewfik,Ahmed Hossam
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Sapiro,Guillermo R
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Sapatnekar,Sachin Suresh
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Moon,Jaekyun
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Wollenberg, Bruce F
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Posbergh, Thomas Alfred
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Parhi, Keshab K.
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Harjani, Ramesh
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Cohen, Philip I
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Ruden, P Paul
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Georgiou, Tryphon T
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Stadler, Bethanie J. Hills
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Higman, Ted King
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Kaveh, Mostafa
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Lilja, David J
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Mohan, Ned
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Talghader, Joseph John  
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Cherkassky, Vladimir S  
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Campbell, Stephen A  
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Hubel, Allison  
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Kinney, Larry L  
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Kieffer, John C  
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Robbins, William P  
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Sobelman, Gerald Edward  
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Leger, James Robert  
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Franklin, Rhonda R.  
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Ebbini, Emad S  
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training  
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;  
Instructor: Victora, Randall H  
Description: Student may contact the instructor or department for information.
EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Giannakis, Georgios B
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Sidiropoulos, Nikolaos
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Bazargan, Kia
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Jacobs, Heinrich Otto Heiko
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Wang, Jianping
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Amin, Massoud
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Luo, Zhi-Quan
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: He, Bin
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Jindal, Nihar
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Kim, Chris H.
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Jovanovic, Mihailo
Description: Student may contact the instructor or department for information.
EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Riedel, Marc
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Oh, Sang-Hyun
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: salapaka, murti v
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Talkachova, Alena
Description: Student may contact the instructor or department for information.

EE 5990 Curricular Practical Training
S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;
Instructor: Koester, Steven J
Description: Student may contact the instructor or department for information.

EE 8215 Nonlinear Systems
3 credit(s);
Instructor: Jovanovic, Mihailo
Description: Student may contact the instructor or department for information.

EE 8337 Analog Circuits for Wire/Wireless Communications
A-F only, 3 credit(s);
Instructor: Harjani, Ramesh
Description: Student may contact the instructor or department for information.

EE 8367 Parallel Computer Organization
3 credit(s); 5364 or CSci 5204 Credit will not be granted if credit has been received for: CSCI 8205;
Instructor: Yew, Pen-Chung
Description: Student may contact the instructor or department for information.

EE 8581 Detection and Estimation Theory
3 credit(s);
Instructor: Haupt, Jarvis David
Description: Student may contact the instructor or department for information.

EE 8660 Seminar: Magnetics
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Wang, Jianping
Description: Student may contact the instructor or department for information.

EE 8741 Power Electronics in Power Systems
3 credit(s);
Instructor: Mohan, Ned
Description: Student may contact the instructor or department for information.

EE 8920 Teaching Experience in Electrical and Computer Engineering
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Lilja, David J
Description: Student may contact the instructor or department for information.
EE 8925 Ethics in Electrical and Computer Engineering
S-N only, 1 credit(s);
Instructor: Parhi, Keshab K.
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Imbertson, Paul Jay
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ernie, Douglas
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Mounes-Toussi, Farnaz
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Rennolet, Charles Leon
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ottesen, Hal
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Gopinath, Anand
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Tewfik, Ahmed Hossam
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Sapiro, Guillermo R
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Sapatnekar, Sachin Suresh
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Moon, Jaekyun
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Wollenberg, Bruce F
Description: Student may contact the instructor or department for information.
EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Posbergh, Thomas Alfred
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Parhi, Keshab K.
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Harjani, Ramesh
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Cohen, Philip I
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ruden, P. Paul
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Georgiou, Tryphon T
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Stadler, Bethanie J. Hills
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Higman, Ted King
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kaveh, Mostafa
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Lilja, David J
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Mohan, Ned
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Talghader, Joseph John
Description: Student may contact the instructor or department for information.
EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Cherkassky, Vladimir S
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Campbell, Stephen A
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Hubel, Allison
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kinney, Larry L
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kieffer, John C
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Robbins, William P
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Sobelman, Gerald Edward
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Leger, James Robert
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Franklin, Rhonda R.
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ebbini, Emad S
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Victora, Randall H
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Giannakis, Georgios B
Description: Student may contact the instructor or department for information.
EE 8940 Special Investigations
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Bazargan, Kia
  Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Roychowdhury, Jaijeet
  Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Jacobs, Heinrich Otto Heiko
  Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Roumeliotis, Stergios
  Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Wang, Jianping
  Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Amin, Massoud
  Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Luo, Zhi-Quan
  Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: He, Bin
  Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Jindal, Nihar
  Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Kim, Chris H.
  Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Jovanovic, Mihailo
  Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
  1-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Riedel, Marc
  Description: Student may contact the instructor or department for information.
EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Oh, Sang-Hyun
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Salapaka, Murti V
Description: Student may contact the instructor or department for information.

EE 8940 Special Investigations
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Karpuzcu, Rahmet Ulya
Description: Student may contact the instructor or department for information.

EE 8950 Advanced Topics in Electrical and Computer Engineering: Stochastic Control
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Georgiou, Tryphon T
Description: Student may contact the instructor or department for information.

EE 8950 Advanced Topics in Electrical and Computer Engineering
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Georgiou, Tryphon T
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Imbertson, Paul Jay
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Ernie, Douglas
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Mounes-Toussi, Farnaz
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Rennolet, Charles Leon
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Ottesen, Hal
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Gopinath, Anand
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Tewfik, Ahmed Hossam
Description: Student may contact the instructor or department for information.
EE 8965 Plan C Project I
  3 credit(s);
  Instructor: Sapiro, Guillermo R
  Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
  3 credit(s);
  Instructor: Sapatnekar, Sachin Suresh
  Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
  3 credit(s);
  Instructor: Moon, Jaekyun
  Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
  3 credit(s);
  Instructor: Wollenberg, Bruce F
  Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
  3 credit(s);
  Instructor: Posbergh, Thomas Alfred
  Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
  3 credit(s);
  Instructor: Parhi, Keshab K.
  Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
  3 credit(s);
  Instructor: Harjani, Ramesh
  Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
  3 credit(s);
  Instructor: Cohen, Philip I
  Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
  3 credit(s);
  Instructor: Ruden, P Paul
  Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
  3 credit(s);
  Instructor: Georgiou, Tryphon T
  Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
  3 credit(s);
  Instructor: Stadler, Bethanie J. Hills
  Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
  3 credit(s);
  Instructor: Higman, Ted King
  Description: Student may contact the instructor or department for information.
EE 8965 Plan C Project I
3 credit(s);
Instructor: Kaveh, Mostafa
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Lilja, David J
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Mohan, Ned
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Talghader, Joseph John
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Cherkassky, Vladimir S
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Campbell, Stephen A
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Hubel, Allison
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Kinney, Larry L
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Kieffer, John C
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Robbins, William P
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Sobelman, Gerald Edward
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Leger, James Robert
Description: Student may contact the instructor or department for information.
EE 8965 Plan C Project I
3 credit(s);
Instructor: Franklin,Rhonda R.
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Ebbini,Emad S
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Victora,Randall H
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Giannakis,Georgios B
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Bazargan,Kia
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Roychowdhury,Jaijeet
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Jacobs,Heinrich Otto Heiko
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Roumeliotis,Stergios
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Wang,Jianping
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Amin,Massoud
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Luo,Zhi-Quan
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: He,Bin
Description: Student may contact the instructor or department for information.
EE 8965 Plan C Project I
3 credit(s);
Instructor: Jindal,Nihar
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Kim,Chris H.
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Jovanovic,Mihailo
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Riedel,Marc
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: Oh,Sang-Hyun
Description: Student may contact the instructor or department for information.

EE 8965 Plan C Project I
3 credit(s);
Instructor: salapaka,murti v
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Imbertson,Paul Jay
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ernie,Douglas
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Mounes-Toussi,Farnaz
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Rennolet,Charles Leon
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Gopinath,Anand
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Tewfik,Ahmed Hossam
Description: Student may contact the instructor or department for information.
EE 8967 Plan C Project II  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Sapiro, Guillermo R  
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Sapatnekar, Sachin Suresh  
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Moon, Jaekyun  
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Wollenberg, Bruce F  
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Posbergh, Thomas Alfred  
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Parhi, Keshab K.  
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Harjani, Ramesh  
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Cohen, Philip I  
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Ruden, P Paul  
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Georgiou, Tryphon T  
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Stadler, Bethanie J. Hills  
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Higman, Ted King  
Description: Student may contact the instructor or department for information.
EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kaveh, Mostafa
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Lilja, David J
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Mohan, Ned
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Talghader, Joseph John
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Cherkassky, Vladimir S
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Campbell, Stephen A
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Hubel, Allison
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kinney, Larry L
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kieffer, John C
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Robbins, William P
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Sobelman, Gerald Edward
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Leger, James Robert
Description: Student may contact the instructor or department for information.
EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Franklin, Rhonda R.
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ebbini, Emad S
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Victora, Randall H
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Giannakis, Georgios B
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Bazargan, Kia
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Roychowdhury, Jaijeet
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Jacobs, Heinrich Otto Heiko
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Roumeliotis, Stergios
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Wang, Jianping
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Amin, Massoud
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Luo, Zhi-Quan
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: He, Bin
Description: Student may contact the instructor or department for information.
EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Jindal,Nihar
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kim,Chris H.
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Jovanovic,Mihailo
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Riedel,Marc
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Oh,Sang-Hyun
Description: Student may contact the instructor or department for information.

EE 8967 Plan C Project II
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: salapaka,murti v
Description: Student may contact the instructor or department for information.

EE 8980 Graduate Seminar II
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Lilja,David J
Description: Student may contact the instructor or department for information.

Endodontics 15-209 MoosT

Endo 5306 Advanced Clinical Endodontics
A-F only, 1-6 credit(s), max credits 6;
Instructor: McClanahan,Scott B
Description: Student may contact the instructor or department for information.

Endo 5309 Advanced Clinical Endodontics
A-F only, 1-6 credit(s), max credits 6;
Instructor: McClanahan,Scott B
Description: Student may contact the instructor or department for information.

Endo 5313 Advanced Endodontic Emergency
S-N only, 1 credit(s);
Instructor: McClanahan,Scott B
Description: Student may contact the instructor or department for information.

Endo 5316 Advanced Endodontic Emergency
S-N only, 1 credit(s);
Instructor: Bowles,Walter Ray
Description: Student may contact the instructor or department for information.

Endo 5330 Clinical Seminar II
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: McClanahan, Scott B
Description: Student may contact the instructor or department for information.

Endo 5332 Clinical Seminar IV
A-F only, 1 credit(s);
Instructor: McClanahan, Scott B
Description: Student may contact the instructor or department for information.

Endo 5600 Endodontic Histopathology
S-N only, 1 credit(s), max credits 2, 1 completion allowed;
Instructor: Edmunds, Robert Sprague
Description: Student may contact the instructor or department for information.

Endo 8005 Research in Endodontics
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: McClanahan, Scott B
Description: Student may contact the instructor or department for information.

Endo 8311 Literature Review
A-F only, 2 credit(s);
Instructor: McClanahan, Scott B
Description: Student may contact the instructor or department for information.

Endo 8313 Literature Review
A-F only, 2 credit(s);
Instructor: McClanahan, Scott B
Description: Student may contact the instructor or department for information.

Endo 8321 Advanced Endodontic Lecture
A-F only, 1 credit(s);
Instructor: Bowles, Walter Ray
Description: Student may contact the instructor or department for information.

Endo 8323 Advanced Endodontic Lecture
A-F only, 1 credit(s);
Instructor: Bowles, Walter Ray
Description: Student may contact the instructor or department for information.

English as a Second Language  

ESL 10 Beginning Grammar
S-N only, 1 credit(s), 4 completions allowed;
Instructor: STAFF
Description: This course helps students develop English grammar skills by focusing on the meaning, form, and use of basic grammar structures. This course requires some prior English and is not for true beginners.
Exam Format: Variety of formats including, multiple choice & short answer essay.

ESL 20 Beginning Reading and Composition
S-N only, 1 credit(s), 4 completions allowed;
Instructor: STAFF
Description: This course helps students develop skills and strategies for reading and writing in English. Students read a variety of short and simplified texts and learn the fundamentals of writing at the sentence and basic paragraph level. Vocabulary development is also a focus. This course is intended for students with some prior English and is not for true beginners.

ESL 30 Beginning Oral Skills
S-N only, 1 credit(s), 4 completions allowed;
Instructor: STAFF
Description: This course is designed for beginning level non-native speakers of English who have had some prior English
instruction. The goal of this course is to help students develop skills and strategies for speaking and comprehending spoken English in both general and academic contexts. Students listen to a variety of short simplified texts and develop their spoken fluency and accuracy in conversations and discussions.

ESL 110 High-Beginning Grammar
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: The course helps students refine and extend their skills in using basic grammar. The focus is on understanding and using fundamental grammatical structures at the sentence level. It includes topics such as verb tenses, questions, comparison, and article usage. Students study the use of word forms and grammatical structures in readings and conversations, practice in controlled speaking and writing exercises, and communicate with their classmates and teacher about topics of interest.

ESL 120 High-Beginning Reading and Composition
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: In this high-beginning intensive reading and writing course for non-native speakers of English, students will improve reading skills for identifying the topic, main idea and details of adapted texts. Students will also choose books to read for pleasure. In addition, students will develop informal and formal writing skills by writing weekly journal entries and four to five multi-draft papers of one or more paragraphs. In writing, students will work on developing ideas and organization as well as accurate grammar and vocabulary.
Exam Format: Short answer

ESL 130 High Beginning Oral Skills
S-N only, 0 credit(s), 3 completions allowed;
Instructor: STAFF
Description: This course is designed for non-native speakers of English with two years of prior English study. The goal of this course is to help students develop their oral communication skills for general and academic purposes. Students listen to short adapted texts and practice identifying main ideas and details, making inferences, taking notes, and synthesizing what they have heard. Students will engage in short conversations, class discussions and presentations. They will improve spoken fluency as well as accuracy in pronunciation, spoken grammar and vocabulary use.

ESL 210 Intermediate Grammar
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: The course helps students build on their skills in basic grammar, adding to their range and accuracy at the paragraph level. Topics are likely to include the present perfect tense, gerunds and infinitives, modals, and comparative and superlative forms. Students study the use of word forms and grammatical structures in readings and conversations, practice in controlled speaking and writing assignments, and communicate with their classmates and teacher about topics of interest.

ESL 220 Intermediate Reading and Composition
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: The purpose of this intermediate course is to help non-native speakers of English improve reading and writing skills in English. In class, students will read and discuss a variety of texts to practice reading strategies, and they will improve writing proficiency and strengthen grammar and vocabulary skills. In writing, students will work on topic sentences, paragraph and essay development and improving their accuracy in written English through informal writing, such as journals, and in more formal academic writing of multi-draft papers.

ESL 230 Intermediate Oral Skills
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: This course helps intermediate non-native speakers of English improve listening and speaking skills for general and academic purposes. Students listen to both adapted and authentic texts to develop academic listening and speaking skills. Students identify main ideas and details, make inferences, take notes, and synthesize what they have heard. Students will improve spoken fluency and accuracy in formal and informal academic speaking contexts, including conversations, small group and class discussion, and presentations. This course will help students improve pronunciation, spoken grammar, and vocabulary use.
Grading: 25% special projects, 15% quizzes, 25% in-class presentation, 25% class participation, 10% laboratory evaluation.
Exam Format: Short answers
ESL 310 Advanced Grammar
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: This course helps students review and solidify their understanding and control of English grammar in writing and speaking. The focus is on grammar in context at the multi-paragraph level. Topics include verb tenses, noun clauses, the passive voice, conditionals, and adjective clauses. This knowledge is applied to development of revision and editing skills in the writing process. Written assignments and oral practice help students communicate their ideas more accurately and confidently.

ESL 320 Advanced Reading and Composition
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: ESL 320 is an advanced intensive reading and writing course for non-native speakers of English. Students will practice reading skills including skimming, scanning, previewing, predicting content, making inferences, and distinguishing fact from opinion. Students will practice writing skills including paraphrasing and summarizing, editing and proofreading their own and others’ work, and selecting and incorporating sources. Students will learn to employ a process approach to writing, and will progress from developing paragraphs to developing academic essays using effective patterns of organization.

ESL 330 Advanced Oral Skills
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: This course helps advanced non-native speakers of English develop listening and speaking skills for participating in American academic lectures, discussions, presentations, and informal interaction. Students will listen to authentic texts and academic lectures, develop note-taking skills, synthesize and respond to content. This course will help students develop both their fluency and accuracy through work on pronunciation, spoken grammar, and academic vocabulary.

ESL 410 English Grammar for Academic Purposes
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: This course focuses on increasing students’ accuracy and range in English grammar. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized. Among the traditional topics of grammar, these are likely to be included: subordination, coordination, and transition expressions; tense, aspect, and associated adverbials; gerunds, infinitives, and other types of complementation; and lexical grammar—the grammar associated with individual words. Activities and regular assignments improve students’ ability to analyze grammar, including their own mistakes, and to use grammar more effectively.

ESL 420 High Advanced Reading/Composition
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: ESL 420 is a high-advanced course for non-native speakers of English that builds and refines advanced-level reading, writing, and critical thinking skills including audience awareness and incorporating sources. In this course students will read essays and articles on a variety of topics from multiple sources. Students will improve their ability to identify main ideas and details, analyze and critique support, and respond with their own ideas in writing and discussion. By planning and developing three multi-draft papers, students begin to practice using persuasive and expository modes of writing to accomplish specific purposes as writers. Students will also develop informal writing skills.
Exam Format: Variety

ESL 430 High Advanced Oral Skills
S-N only, 0 credit(s), 4 completions allowed;
Instructor: STAFF
Description: This course helps high-advanced non-native speakers of English further improve skills for participating in American academic lectures, discussions, presentations, and informal interaction. Students will listen to authentic texts with a focus on academic lectures, develop note-taking skills, synthesize and respond to content. This course will help students further develop both their fluency and accuracy through work on pronunciation, spoken grammar, and academic vocabulary.

ESL 901 American Culture
S-N only, 0 credit(s), 10 completions allowed;
Instructor: STAFF
Description: This course is open to full-time or part-time students in the Intensive English Program (IEP) at level 3 or
above. American Culture is an integrated-skills class with an emphasis on reading and discussion, with some formal writing and presentation. The course focuses on key aspects of American culture such as ethnic diversity, family life, and popular culture, and how they shape core values. Students will explore the idea of culture and think critically about the different facets of culture while also further developing their English language skills.

ESL 902 Academic Skills for the American University  
S-N only, 0 credit(s), 10 completions allowed;  
Instructor: STAFF  
Description: This course is open to students enrolled in the Intensive English Program (IEP) at level 3 and above. This course will help non-native English speaking students polish their English skills in order to be successful in university level classes. Topics will cover the English language needed to interact within university settings. Some topics of focus are academic life, student/instructor roles, communicating by email, classroom interactions, and discussion/panel presentation skills.

ESL 904 TOEFL Preparation  
S-N only, 0 credit(s);  
Instructor: STAFF  
Description: This course is designed for non-native speakers of English who have high-intermediate to advanced English skills and who want to learn important test-taking skills in preparation for taking the internet-based Test of English as a Foreign Language (TOEFL iBT). This course offers intensive review of the four skills assessed on this exam: reading, written expression, listening, and speaking. In addition, students will review the grammatical structures of English, explore common question types, and advance test-taking strategies. While this course focuses on the TOEFL (iBT), the test-taking skills and language review covered in this course would also be useful for students preparing to take the paper-based TOEFL, IELTS, or MELAB proficiency assessments.

ESL 905 Topics in ESL: English for Science and Engineering  
S-N only, 0 credit(s);  
Instructor: Ruesch, Alyssa Marie  
Description: This course is designed for non-native speakers of English who have high-intermediate to advanced English skills and are preparing for admission to science and engineering programs. Students will gain more practice acquiring vocabulary related to science and engineering, interpreting authentic texts (both text and aural-based), interacting and participating in lab-type discussions, and writing scientific reports. One of the goals of this course is to help students become more familiar with the academic norms of science and engineering classes through observation and discussion. This course is open to students in the IEP, levels 4 or 4+. Course Objectives: By the end of this course, students will be able to: 1) Describe and apply knowledge of academic norms in science and engineering courses at American universities. 2) Apply language skills and strategies to comprehend authentic texts including graphs and data sets. 3) Identify and use appropriate rhetorical forms for writing science and engineering texts and giving oral presentations. 4) Apply and develop strategies for vocabulary development 5) Apply language, communication, and academic skills to effectively participate in science and engineering academic settings.

ESL 921 Academic Writing  
S-N only, 0 credit(s), 3 completions allowed;  
Instructor: STAFF  
Description: This course meets with 3302. Designed for students who are non-native speakers of English, this course focuses on foundational writing skills and emphasizes the writing process - developing ideas, drafting, revising, and editing. Guided textual analyses of readings are used to develop writing skills through the close examination of strategies employed by accomplished writers. Through ongoing, active participation, students learn to (1) match writing to audience and purpose, (2) produce different genres of academic writing, (3) incorporate source material into writing, and (4) critique their writing and that of others. Gains in basic writing skills culminate in students' ability to transfer acquired skills into discipline-specific writing. Through development of personal voice and an appreciation for the importance of the credibility of the writer, students also learn to recognize and avoid plagiarism. Problems with sentence structure, lexical grammar, and diction are addressed individually.

ESL 931 Academic Speaking  
S-N only, 0 credit(s), 3 completions allowed;  
Instructor: STAFF  
Description: This course meets with ESL 3602. The goal of this course is to help non-native speakers of English who are already at the advanced level develop the skills needed to participate in American academic interactions at the university level of various types: presentations, group presentations, seminar-style discussions, and informal exchanges. In this class, students learn to present themselves professionally and socially in academic settings with accuracy, variety, and flexibility. They will learn to organize and outline academic presentations, present information clearly and effectively, explain concepts and processes from their academic field, involve audience members and respond to questions, and monitor and improve their spoken fluency, grammar, and pronunciation.
ESL 941 Research Writing for the American University  
S-N only, 0 credit(s);  
Instructor: STAFF  
Description: This course meets with ESL 3402. This course enables students to develop the methods of citation, conventions of style and organization, and critical reading and thinking skills necessary for writing college-level research papers. Students select topics derived from a contemporary academic theme provided by the instructor and, applying a process approach, produce a research paper. Students will learn to use the library effectively and will learn about writing resources on campus such as Peer Research Consultants and Student Writing Support. Problems with structure and vocabulary usage are addressed individually.  
Grading: 60% reports/papers, 20% written homework, 10% journal, 10% in-class presentation.

ESL 951 Pronunciation  
S-N only, 0 credit(s);  
Instructor: STAFF  
Description: This course meets with 3551. This course is designed for advanced non-native English speaking students who want to polish their pronunciation skills in English. Course content and activities center around improving the production and perception of the sounds of the English language: individual sounds, rhythm, intonation, word and sentence stress, and linking phenomena in fast speech.

ESL 3001 Integrated Skills for Academic English  
2 credit(s), max credits 4;  
Instructor: STAFF  
Description: This course will help non-native English speaking students in degree programs polish their English skills in order to be successful in university level classes. Topics will cover the English language needed to interact within university setting, academic life, student/instructor roles, communicating by email, classroom interactions, discussion/panel presentation skills.

ESL 3101 Advanced English Grammar  
4 credit(s), max credits 8;  
Instructor: STAFF  
Description: This course for academic credit is designed for students who are concurrently enrolled in degree programs at the University of Minnesota to work on polishing their English skills. Students review and solidify their understanding and control of English grammar in writing and speaking. The focus is on grammar in context at the multi-paragraph level. Topics include verb tenses, noun clauses, the passive voice, conditionals, and adjective clauses. This knowledge is applied to development of revision and editing skills in the writing process. Written assignments and oral practice help students communicate their ideas more accurately and confidently.

ESL 3102 English Grammar for Academic Purposes  
4 credit(s), max credits 8;  
Instructor: STAFF  
Description: This course for academic credit is designed for students already enrolled in degree programs at the University of Minnesota to work on polishing their English skills and builds on the concepts covered in ESL 3101. This course focuses on increasing students' accuracy and range in English grammar. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized. Among the traditional topics of grammar, these are likely to be included: subordination, coordination, and transition expressions; tense, aspect, and associated adverbials; gerunds, infinitives, and other types of complementation; and lexical grammar--the grammar associated with individual words. Activities and regular assignments improve students' ability to analyze grammar, including their own mistakes, and to use grammar more effectively.

ESL 3102 English Grammar for Academic Purposes  
4 credit(s), max credits 8;  
Instructor: Nelson,Eric Stuart  
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit the Class URL for ODL policies, including fee and financial aid information. This course will help you increase your accuracy and range in English grammar. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized. Activities and regular assignments will improve your ability to analyze grammar, including your own mistakes, and to use grammar more effectively. Expect two hours
ESL 3201 Advanced English Reading and Composition
5 credit(s), max credits 10;
Instructor: STAFF
Description: This course for academic credit is designed for students who are concurrently enrolled in degree programs at the University of Minnesota to work intensively on reading and writing skills. Students will practice reading skills including skimming, scanning, previewing, predicting content, making inferences, and distinguishing fact from opinion. Students will practice writing skills including paraphrasing and summarizing, editing and proofreading their own and others' work, and selecting and incorporating sources. Students will learn to employ a process approach to writing, and will progress from developing paragraphs to developing academic essays employing appropriate rhetorical modes.

ESL 3202 Academic Reading and Composition
5 credit(s), max credits 10;
Instructor: STAFF
Description: This course for academic credit is designed for students who are concurrently enrolled in degree programs at the University of Minnesota. This course builds and refines advanced-level reading, writing, and critical thinking skills including audience awareness and incorporating sources. In this course students will read essays and articles on a variety of topics from multiple sources. Students will improve their ability to identify main ideas and details, analyze and critique support, and respond with their own ideas in writing and discussion. Students will plan and develop three multi-draft papers to practice applying persuasive and expository modes of writing to accomplish specific purposes as writers. Students will also develop informal writing skills.

ESL 3302 Writing for Academic Purposes
4 credit(s), max credits 8;
Instructor: STAFF
Description: Designed for students who are non-native speakers of English and are concurrently enrolled in degree programs at the University of Minnesota, this course focuses on foundational writing skills and emphasizes the writing process - developing ideas, drafting, revising, and editing. Guided textual analyses of readings are used to develop writing skills through the close examination of strategies employed by accomplished writers. Through ongoing, active participation, students learn to (1) match writing to audience and purpose, (2) produce different genres of academic writing, (3) incorporate source material into writing, and (4) critique their writing and that of others. Gains in basic writing skills culminate in students' ability to transfer acquired skills into discipline-specific writing. Through development of personal voice and an appreciation for the importance of the credibility of the writer, students also learn to recognize and avoid plagiarism. Problems with sentence structure, lexical grammar, and diction are addressed individually.

ESL 3402 Research Writing for the American University
4 credit(s), max credits 8;
Instructor: STAFF
Description: This course for academic credit is designed for non-native speakers of English who are concurrently enrolled in degree programs at the University of Minnesota. This course enables students to develop the methods of citation, conventions of style and organization, and critical reading and thinking skills necessary for writing college-level research papers. Students select topics derived from a contemporary academic theme provided by the instructor and, applying a process approach, produce a research paper. Students will learn to use the library effectively and will learn about writing resources on campus such as Peer Research Consultants and Student Writing Support. Problems with structure, and vocabulary usage are addressed individually.

ESL 3501 Advanced English Listening and Speaking
5 credit(s), max credits 10;
Instructor: STAFF
Description: This course for academic credit is designed for students who are concurrently enrolled in degree programs or other coursework at the University of Minnesota. Students will develop listening and speaking skills for participating in American academic lectures, discussions, presentations, and informal interaction. Students will listen to authentic texts and academic lectures, develop note-taking skills, synthesize and respond to content. This course will help students develop both their fluency and accuracy through work on pronunciation, spoken grammar, and academic vocabulary.

ESL 3502 Academic Listening and Speaking
5 credit(s), max credits 10;
Instructor: STAFF  
Description: This course for academic credit is designed for students already enrolled in degree programs or other coursework at the University of Minnesota to further improve skills for participating in American academic lectures, discussions, presentations, and informal interaction. Students will listen to authentic texts, including academic lectures, develop note-taking skills, synthesize and respond to content. This course will help students further develop both their fluency and accuracy through work on pronunciation, spoken grammar, and academic vocabulary.

ESL 3551 English Pronunciation  
4 credit(s), max credits 8;  
Instructor: STAFF  
Description: This 4 credit course is designed for advanced non-native English speaking students who want to polish their pronunciation skills in English. In order to improve your ability to understand and pronounce English, a variety of areas of pronunciation will be covered while paying special attention to whatever is most difficult for you. Students will also be equipped with techniques to practice pronunciation improvement on their own. Topics covered include English sounds (individually and in combination with other sounds), word stress, sentence stress, rhythm, intonation, linking, understanding fast speech, pronunciation and spelling connections. Open to graduate and undergraduate students, visiting scholars, and members of the community with advanced English skills or above. Check with the Minnesota English Language Program for more information 612-624-1503.

ESL 3602 Speaking for Academic Purposes  
4 credit(s), max credits 8;  
Instructor: STAFF  
Description: The goal of this course is to help non-native speakers of English who are already at the advanced level develop the skills needed to participate in American academic interactions at the university level of various types: presentations, group presentations, seminar-style discussions, and informal exchanges. In this class, students learn to present themselves professionally and socially in academic settings with accuracy, variety, and flexibility. They will learn to organize and outline academic presentations, present information clearly and effectively, explain concepts and processes from their academic field, involve audience members and respond to questions, and monitor and improve their spoken fluency, grammar, and pronunciation.

ESL 3900 Special Topics in ESL  
1-5 credit(s), max credits 10;  
Instructor: STAFF  
Description: Special topics course open to students enrolled in special programs at the Minnesota English Language Program (MELP).

---

**English: Literature 207 Lind Hall**

EngL 1001W Introduction to Literature: Poetry, Drama, Narrative  
4 credit(s); credit will not be granted if credit already received for: ENGL 1001,1002; Credit will not be granted if credit has been received for: ENGL 1001V; Meets CLE req of Literature; meets CLE req of Writing Intensive  
Instructor: Kamerbeek, Chris  
Description: Student may contact the instructor or department for information.

EngL 1172 The Story of King Arthur  
A-F only, 3 credit(s); Meets CLE req of Literature  
Instructor: Krug, Rebecca L  
Description: Of all the stories familiar to the western world, few have exerted a greater influence on literary traditions than the legend of King Arthur and his Round Table. In this course we will study adaptations of the legend in order to understand how literary writers and their readers remade the story to fit specific, historical circumstances. We will read several novels (T. H. White's The Once and Future King, Mark Twain's Connecticut Yankee in King Arthur's Court, Marion Zimmer Bradley's Mists of Avalon, Rosemary Sutcliff's Sword at Sunset) and we will also study alliterative poems such as Sir Gawain and the Green Knight, modernist poems, prose narratives that read like chronicles (histories) such as Malory's Death of Arthur, and short tales. We will explore the reasons different literary genres were employed at different times and consider how formal characteristics of these genres influence our experience of narrative. This course emphasizes the central role that literature plays in shaping our world. Students in the course will engage in close analysis of written literary language in order to discover the ways that language shapes narrative. We attend to the differences in language use by poets and prose writers, by contemporary writers and medieval ones, and by writers who believe in the story of Arthur as reality and those who treat it as literary fiction. Please note: this course is reading intensive (the books are wonderful AND long). You will read approximately 30 pages a day for this course.  
Style: 60% Lecture, 30% Discussion, 10% Small Group Activities.
EngL 1181W Introduction to Shakespeare
4 credit(s); Credit will not be granted if credit already received for: ENGL 1181, 1182 Credit will not be granted if credit has been received for: ENGL 1181V; Meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Scheil, Katherine West
Description: Shakespeare is one of the most influential and complex writers in the English language, and has been both revered and reinterpreted by every generation since the Renaissance. As Shakespeare's contemporary Ben Jonson remarked, "Shakespeare is not of an age but for all time." This course explores some of the richness and variety of Shakespeare's art through study of representative plays. We will examine such topics as Elizabethan playhouses and acting companies, Renaissance theatre and culture, gender and sexuality in Shakespeare's plays, and performance history. Through class lectures, discussions and written work, students will become familiar with the techniques used by Shakespeare to shape the responses of his audience to the theatrical experience, as well as the various interpretations of Shakespeare by later generations.

EngL 1201W Contemporary American Literature
4 credit(s); Credit will not be granted if credit already received for: ENGL 1201, 1202 Credit will not be granted if credit has been received for: ENGL 1201V; Meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Hughes, Joseph P
Description: Student may contact the instructor or department for information.

EngL 1401W Introduction to "Third World" Literatures in English
4 credit(s); Credit will not be granted if credit already received for: ENGL 1401, 1402 Credit will not be granted if credit has been received for: ENGL 1401V; Meets CLE req of Global Perspectives; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Colonialism, emigration, economics, war, famine, and slavery have worked in combination to make English a language spoken in almost every region of the world. The legacy of these forces is an international Anglophone literature that addresses issues such as displacement and difference, representation, poverty, nationalism, syncretism, and the fight for freedom. The voices that speak to these issues are varied and impressive and students will engage closely and critically with texts of multiple genres from Anglophone Africa, South Asia, and the Caribbean, discovering how the tools of oppression can be used strategically to dismantle the "master's house" and build other houses in its stead. This course will introduce questions raised by the interaction of the "First" and "Third" worlds and create, inevitably, questions about history, politics, social science, and how language operates in the so-called "Third World."

EngL 1501W Literature of Public Life
A-F only, 4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: STAFF
Description: How has American literature addressed what it means to be a citizen? English 1501 examines literature written with the intent to leave an impression: works that have stunned, mobilized, stimulated, and galvanized the American public. The course is dialectical, setting diverse works against one another to form a dialogue that extends across chronological, geographic, and racial boundaries. "Literature" is defined broadly to include novels, speeches, essays, testimonies, sermons, plays, music, photography, and film. Recent readings have included Uncle Tom's Cabin, Maggie: A Girl of the Streets, The Souls of Black Folk, Twilight: Los Angeles, 1992, and Nickel and Dimed: On (Not) Getting By in America. This course doesn't sit on the shelf: it will ask students to examine and engage with the world around them.

EngL 1701 Modern Fiction
3 credit(s); Credit will not be granted if credit has been received for: ENGL 1701H; Meets CLE req of Literature
Instructor: Cihlar, James Jay
Description: In Modern Fiction we will study a selection of novels and short stories by some of the most compelling and original writers of our time, including Hemingway, Cather, Salinger, Vonnegut, and Erdrich. Because literature is a continuum in which the present responds to the past, we'll note evolutions and developments in the genre over time. Through it all we'll identify and analyze such elements of fiction as theme, genre, structure, form, language, and context.
Style: 20% Lecture, 5% Film/Video, 50% Discussion, 20% Small Group Activities, 5% Student Presentation.
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 10% attendance, 10% class participation.

EngL 1701 Modern Fiction
3 credit(s); Credit will not be granted if credit has been received for: ENGL 1701H; Meets CLE req of Literature
Instructor: Roth-Reinhardt, Anne E
Description: Student may contact the instructor or department for information.

EngL 1701 Modern Fiction
3 credit(s); Credit will not be granted if credit has been received for: ENGL 1701H; Meets CLE req of Literature
EngL 1902 Topics: Freshman Seminar: America in Crisis
A-F only, 3 credit(s);Meets CLE req of Diversity and Soc Justice US
Instructor: Messer-Davidow, Ellen
Description: The great recession following the 2008 meltdown has made it clear that America is in crisis. We are reeling from wage and wealth gaps, family debt, unemployment, home foreclosures, failing K-12 schools, and soaring costs of college, health care, and most other things. During the run-up to the 2012 election, some of these matters were debated and others were ignored. Going forward, will our leaders hunker down and solve the problems? In this course, we will review the facts, analyze the problems, and try to come up with solutions that make a brighter future for Americans.
Style: 10% Lecture, 50% Discussion, 20% Small Group Activities, 20% Student Presentation.
Grading: 40% participation, 20% presentation, 40% paper (no exams)

EngL 1905 Topics: Freshman Seminar: Authors, Artists, Thinkers: Bloomsbury Group 1910-40
A-F only, 3 credit(s);
Instructor: Fitzgerald, M. J
Description: Student may contact the instructor or department for information.

EngL 1910W Topics: Freshman Seminar: Shakespeare in London
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Lee, Josephine D
Description: Too often when many people think of Shakespeare, they imagine knee breeches, impossibly ornate language, and overacting. Our course will try to counter those perceptions by thinking of Shakespeare as, to use Jan Kott's famous phrase, "our contemporary." We will emphasize the way that Shakespearean interpretation and production has changed over time and space, and how his plays might still challenge, thrill, and please us in the theater and on the page. An important part of our course will be our spring break trip to the great city of London. I can think of few better settings in which to study Shakespeare's plays. Not only was London the theatrical home of Shakespeare; it is also a dynamic location that, like Shakespeare's theatrical work, is constantly reinventing itself in response to new people, new technologies, and new perspectives. The first half of the semester will provide a foundation for the study of Shakespeare's plays in production. We will meet weekly in order to go over each of the plays in detail as well as have a thorough introduction to the theatrical history of London before our departure. Our time in and around London will take advantage of the many museums and historic sites as well as the theaters there. We will watch a number of professional productions of plays by Shakespeare and other somewhat more contemporary dramatists, meet with actors and directors, and tour theater spaces. No course of this kind would be complete without a visit to Stratford-upon-Avon, Shakespeare's birthplace, where you will see contemporary "Bardolatry" in action, as well as attend a performance by the Royal Shakespeare Company. Ours will be a real hands-on approach to learning about the rich history of the English theater, and how it might serve as a basis for understanding our American perspectives on stage and film. After our visit to London March 15-24, we will return for two final class meetings to wrap up our discussions of Shakespeare's plays in performance. The course will also emphasize the basics of writing about Shakespeare's plays. We will work on important writing skills as well as learning literary analysis and theater history, and prepare ourselves for the fast pace of the London component of the course.
Style: 50% Lecture, 25% Student Presentation, 25% Field Trips. London trip during spring break.

EngL 3001W Textual Analysis: Methods
A-F only, 4 credit(s);English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801 Credit will not be granted if credit has been received for: ENGL 3001V;Meets CLE req of Writing Intensive
Instructor: Ismail, Qadri M
Description: Student may contact the instructor or department for information.

EngL 3001W Textual Analysis: Methods
A-F only, 4 credit(s);English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801 Credit will not be granted if credit has been received for: ENGL 3001V;Meets CLE req of Writing Intensive
Instructor: Kamerbeek, Chris
Description: “Textual Analysis” provides majors with background on the history and culture of literary studies and practice in applying different theoretical and critical approaches to literary works to guide their present and future studies. Students will read one play, a few novels, several short stories and poems, one graphic novel, and select criticism and theory. Course authors will include Poe, Hawthorne, James, Gilman, Blake, Keats, Whitman, Eliot, Stein, Joyce, Woolf, Hemingway, Toomer, Kafka, Borges, Ginsberg, Plath, Berryman, Ellison, Baraka, Nabokov, Pynchon, Foer, Egan, and Bechdel. We will also watch a couple of films and listen to some music. Students will have three writing assignments (the
Close Reading, the Critical Application, and the Critical Edition) take two short quizzes, and be assigned to a group for student-led discussion.

**EngL 3001W Textual Analysis: Methods**
A-F only, 4 credit(s); English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801 Credit will not be granted if credit has been received for: ENGL 3001V; Meets CLE req of Writing Intensive
Instructor: Lawless, Annemarie
Description: Student may contact the instructor or department for information.

**EngL 3002 Modern Literary Criticism and Theory**
3 credit(s); Credit will not be granted if credit already received for: EngL 3802 Credit will not be granted if credit has been received for: ENGL 3002H;
Instructor: Ismail, Qadri M
Description: Theory is about thinking in the abstract. Or, in other words, about the usefulness of concepts. This class will focus on understanding some concepts critical to the study of literature. Some - like plot, character, narrative - are very old. Others - like the subject, agency, class, history, culture, literature itself - emerged with the enlightenment. Still others - like the unconscious, text, discourse, interpellation, differance - emerged in opposition to the concepts of the enlightenment. We will examine as many as possible, but the focus of the class will be on the cardinal categories of what has become known as post-structuralism. We will read Althusser, Aristotle, Barthes, Chatterjee, Derrida, Foucault, Freud, Hegel, Nietzsche, Spivak, and others.

**EngL 3003W Historical Survey of British Literatures I**
4 credit(s); Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course, the first in the Survey of British Literature series, introduces students to the literature of the British Isles from the Anglo-Saxon period to the eighteenth century. This broad sweep through time covers the Medieval period, the Renaissance (or, Early Modern Age), Civil Wars, Restoration, and the Enlightenment and provides a fascinating variety of works in a multitude of genres including poetry, drama, plays, novels, essays, autobiography, and speeches. Students will read authors such as Milton, Chaucer, Spenser, Marlowe, and DeFoe, as well as lesser-known writers, thus gaining a more complete understanding of the literature of these periods. Because artistic expression is affected and informed by historical circumstances, texts are placed within their historical moments and considered in terms of their social, political, biographical, and economical contexts and close reading is used to connect features of the texts to their culture in order to gain a greater understanding of both. This course is demanding in its reading and writing requirements, but the variety and complexity of human experiences presented here affords great opportunity for stimulating discussion and thoughtful writing.

**EngL 3003W Historical Survey of British Literatures I**
4 credit(s); Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: McNaron, Toni A
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit “Class URL” for ODL policies, including fee and financial aid restrictions. EngL 3003W is the first course in a two-semester look at English poetry and prose from its beginning into the 20th century. It focuses on works written between the Middle Ages and the end of the 18th century. You may have enrolled in this course as the first step toward studying English writers, working into modern times, or you may simply want to study writers from earlier centuries in order to gain a historical perspective on more recent literature. Either way, I want you to enjoy the experience, considering at every stage
the ways in which early literature is still relevant to us in the present.

**Style:** Printed, correspondence section

**Grading:** See attached syllabus

**Exam Format:** Open-book, take-at-home exam.

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

- 4 credit(s);
- Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive

**Instructor:** Ellenbein, Andrew

**Description:** This course will examine British literature during one of the most dramatic periods in its history: the rise and fall of the British empire as a global force. We will examine British literature in the context of global events, as well as in the context of dramatic upheavals in British life, including the shocks of the French Revolution, industrialization, abolition, the women's movement, working-class organization, and two world wars.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 15% mid exam, 20% final exam, 55% reports/papers, 10% attendance.

EngL 3004W is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. EngL 3004W covers the period from the late eighteenth century to recent times. You may have enrolled in this course after having taken EngL 3003W, or you may want simply to read such major writers as William Wordsworth, John Keats, Charles Dickens, Alfred Tennyson, Elizabeth Barrett Browning and Robert Browning, D. H. Lawrence, Virginia Woolf, Joseph Conrad, T. S. Eliot, and W. H. Auden, as well as some of their contemporaries and successors. Either way, you are encouraged to enjoy the experience, considering at every stage the ways in which this literature is relevant to us today.

**Style:** Printed, correspondence section.

**Grading:** See attached syllabus

**Exam Format:** Open-book, take-home exam.

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

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

**Instructor:** Woo, Jewon

**Description:** This course surveys the makings of American literature. From its beginnings in the literatures of European encounters with new world peoples, we will explore the evolution of American literature from the literatures of discovery and the early American writings of the Puritans through the American Romantics with attention to the cultural and social contexts in which all of these literatures were produced. The course includes a survey of Puritan literary forms (the Captivity Narrative, the metaphysical poetry of Bradstreet), Revolutionary and Enlightenment ideas, early African American literature, and Native American narratives, while reflecting on how these forms and ideas were revised in the post-revolutionary period by such authors as Poe, Hawthorne, Emerson, Thoreau, Douglass, Lydia Maria Child, Stowe, Jacobs, Melville, in light of antebellum engagements with questions of race, gender, and class.

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

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

**Instructor:** Baehler, Patricia S

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

**EngL 3006W Survey of American Literatures and Cultures II**

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

**Instructor:** Roth-Reinhardt, Anne E

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

**EngL 3006W Survey of American Literatures and Cultures II**

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

**Instructor:** Pistelli, John Paul

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. As a survey of U.S. literature from the late nineteenth century until the present, this course is designed to give you an overview of literary and other cultural...
works produced during this period while also giving you the opportunity to investigate several writings in depth.

**Style:** Online

**Grading:** See attached syllabus

*EngL 3006W Survey of American Literatures and Cultures II*

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

**Instructor:** Brownell, Eric M

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. As a survey of U.S. literature from the late nineteenth century until the present, this course is designed to give you an overview of literary and other cultural works produced during this period while also giving you the opportunity to investigate several writings in depth.

**Style:** Online

**Grading:** See attached syllabus

*EngL 3007 Shakespeare*

- A-F only, 3 credit(s);
- credit will not be granted if credit already received for: EngL 3807

**Credit has been received for: ENGL 3007H; Meets CLE req of Literature**

**Instructor:** Licht, Melissa Vera

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

*EngL 3007 Shakespeare*

- A-F only, 3 credit(s);
- credit will not be granted if credit already received for: EngL 3807

**Credit has been received for: ENGL 3007H; Meets CLE req of Literature**

**Instructor:** Hughes, Joseph P

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

*EngL 3007 Shakespeare*

- A-F only, 3 credit(s);
- credit will not be granted if credit already received for: EngL 3807

**Credit has been received for: ENGL 3007H; Meets CLE req of Literature**

**Instructor:** Miller, Jennifer L

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

*EngL 3007 Shakespeare*

- A-F only, 3 credit(s);
- credit will not be granted if credit already received for: EngL 3807

**Credit has been received for: ENGL 3007H; Meets CLE req of Literature**

**Instructor:** Tandy-Treiber, Ann Marie

**Description:** In a nutshell, if Shakespeare hadn’t written all those plays I wouldn’t be using the phrase “in a nutshell,” because he created it. Aside from the translators of the King James Bible, no other writer has had as massive an impact on our language as Shakespeare—so much so that reading his plays often feels like an exercise in “spot the cliches?” until you realize they weren’t cliches when he created them. We can have mixed feelings about his presence in our culture and our literary cannon, but we can’t ignore it. In this class, we’ll approach several plays through the lenses of history, sociology, psychology, gender, race, linguistics, performance, and whatever else we think of along the way. These plays are simultaneously windows into Early Modern England and living, breathing, often throbbing creations that continue to resonate in our own world. Also: puns! Many of them about sex. Texts (may change some): The Winter’s Tale, The Tempest, The Taming of the Shrew, Much Ado About Nothing, King Lear, Richard the Third, Henry V, and Twelfth Night.

**Grading:** 30%: 1 Formal Paper, 30%: 8 Informal Responses, 20%: Staging exercise 10%: Class participation 5%: Formal note taking for the class (twice for the semester) 5%: Quizzes

*EngL 3007H Honors: Shakespeare*

- A-F only, 3 credit(s);
- Honors or instr consent credit will not be granted if credit already received for: EngL 3007, 3807

**Credit will not be granted if credit has been received for: ENGL 3007; Meets CLE req of Literature**

**Instructor:** Scheil, Andrew

**Description:** This course will consist of a close examination of eleven plays spanning William Shakespeare’s career: comedies, histories, tragedies, and romances. Our goal will be to view these works simultaneously as cultural artifacts of sixteenth and seventeenth-century England and as enduring classics of world literature that seem to transcend their cultural moment. To this end, we will apply various biographical, social, linguistic, generic, theatrical, political, and intellectual contexts to the plays. We will attempt to understand how these documents from early Modern England have spoken so profoundly about the enduring mysteries of human experience from the moment of their inceptive genesis to the present day.

**Style:** 50% Lecture, 50% Discussion.
EngL 3010 Studies In Poetry: Introduction to Poetics
3 credit(s), max credits 9, 3 completions allowed; Credit will not be granted if credit has been received for: ENGL 3010H;
Instructor: Damon, Maria
Description: Student may contact the instructor or department for information.

EngL 3021 Captivity in Literature and Film: From the Barbary Coast to Guantanamo Bay
3 credit(s); Credit will not be granted if credit has been received for: ENGL 5021;
Instructor: Matar, Nabil I
Description: Captivity in Literature and Film? English 3021 Professor Nabil Matar English Department matar010@umn.edu 330 C Lind Hall 207 Church Street, Minneapolis, MN 55455 What was the experience of a captive in early modern and modern history? How did men and women endure captivity in dungeons, on galleys, or inside their paralyzed bodies? What role did international conflict, religious polarization, and commercial greed play in the creation of early modern and modern authors on captivity? The course examines the sub-field of Captivity Studies in English writings. The memoirs, novels, and films cover the period between the late 1500s until the early 21st century. The course ends with a surprise! The texts and films describe experiences in the Mediterranean, North and Sub-Saharan Africa, North America, and the Caribbean.

EngL 3022 Science Fiction and Fantasy
3 credit(s);
Instructor: Lindberg, Adam Douglas
Description: At their core, Science Fiction (also called "speculative fiction") and Fantasy are literatures of possibility. Novelist and critic Samuel Delany has famously called such works "literature in the subjunctive mood." What this means is that work of Science Fiction and Fantasy have a vested interest in asking "What if?" and in laying out (and often raising) the stakes of this kind of questioning. This course will address major topics and trends within Science Fiction and Fantasy; although the course will strongly emphasize literature, there will be space made for film and other media. Making a hard and fast distinction between Science Fiction and Fantasy is, at best, an uncertain proposition; neither Science Fiction nor Fantasy, like any other complex cultural phenomenon, is just one thing, it is many things. We will have a chance to explore this difficulty of definition (among an array of other topics) as we improve our understanding of the major patterns and concerns that allow for the thinking of genre (and these genres in particular) in the first place. As an exhaustive survey of Science Fiction and Fantasy is impossible, we will limit ourselves to a provocative sampling. We will engage with a variety of texts, ranging from the highly canonical and traditional to the contemporary and experimental (authors such as: Dick, Asimov, Bester, Shelley, Lovecraft, Gaiman, Bradbury, Verne, Gibson, Ballard, Delany, Stephenson, Wells, Atwood, Heinlein, Le Guin, to name but a handful of likely figures). Given the scope of the field, the course is likely to be arranged thematically rather than chronologically. You can reasonably expect to read some "weird" texts, some weirder than others. By weird, I mean, of course, awesome.

EngL 3022 Science Fiction and Fantasy
3 credit(s);
Instructor: Anderson, Emily Kathryn
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course will provide an overview of fantasy and science fiction literature, beginning with an examination of Mary Shelley's Frankenstein and ending with some of the recent trends in these categories. We will cover the major works and authors that are important in the development of fantasy and science fiction literature. The course will also introduce theoretical approaches that will give you the framework necessary to think critically about the works you are reading.
Style: Online
Grading: See attached syllabus

EngL 3023H Honors: Children's Literature
A-F only, 3 credit(s);
Instructor: Schumacher, Julie
Description: This reading/discussion class will address a wide range of questions about literature for and about children: What is the purpose of literature for children? How have authors' ideas about children changed? What sorts of books for children have been banned and why? We'll begin with some classics — Peter Pan, Alice in Wonderland, Treasure Island — and work our way toward the present. Students will complete two essays and a presentation, and will make use of the Children's Literature Research Center on the West Bank. Writing exercises, brief written responses to the reading, and creative inquiries into the writing process will be a part of the course.

EngL 3024 The Graphic Novel
3 credit(s);
Instructor: Rowe, Michael H
This reading/discussion course will focus on a variety of comic books: the serious, the funny, the weird, the literary, the superhero, and the autobiographical. We'll read essays about comics, too, and our discussions will focus on why comics can do things that novels, short stories, poems, and films can never hope to do. Starting with Scott McCloud's Understanding Comics to establish a critical vocabulary we will proceed to confirm and dismiss all McCloud's ideas in a gleeful spirit of inquiry. We'll ask: what is sequential art? What is the difference between a black and white comic and a color comic? Why is adolescence so important in comics? What about memory and time? What is genre? What about drawing? Why are some beautiful comics so ugly? Readings will include Maus, Ghost World, Lynda Barry, Alan Moore, Adriane Tomine, Jason, and more!

EngL 3027W The Essay
4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: This is a course for students ready to face more challenging assignments and deepen their comfort and skill with writing. The instructor helps the student develop more sophisticated research strategies and experiment with more creative stylistic choices. Assignments might include autobiographies, critical comparisons, reviews of articles or books, cultural analyses, persuasive essays, and annotated bibliographies. Students in this course learn to: Generate topics and develop essays with greater independence than they exercised in freshman composition. Write for multiple audiences -- academic and non-academic -- making appropriate decisions about content, rhetoric, structure, vocabulary, style, and format. Write creative non-fiction and other genres incorporating complex description and analysis. Analyze the conventions and styles of writing in their major field. Experiment with new and more sophisticated writing strategies and styles.

EngL 3030 Studies in Drama: Early Modern Drama
3 credit(s), max credits 9, 3 completions allowed; Credit will not be granted if credit has been received for: ENGL 5030;
Instructor: Haley, David B
Description: EARLY MODERN DRAMA. The historical era between the Reformation and the French Revolution, known as the "Early Modern" period, in England was split by the Civil Wars and Interregnum (1640 to 1660). During these two decades, as England got rid of its king and experimented with a republic, London's theaters were shut down. The Elizabethan dramatists (Jonson, Shakespeare, Chapman, Dekker, Middleton) had written for middle-class audiences who attended an open-roofed theater. When the monarchy was restored in 1660 and playhouses reopened, the new audiences were entertained in lighted, indoor theaters by actresses who replaced the boy-actors of Shakespeare's day and by elegant playwrights like Etherege, Wycherley, Congreve, Steele, Goldsmith, and Sheridan who wrote for a more snobbish, class-conscious society. Our course, by focusing on comedy, will show the continuity of the English stage linking these disparate cultures. Eight of the ten plays we'll read are set in London, allowing us to study the transformation of a patriarchal community into a more liberal society that foreshadows our own.
Style: 20% Lecture, 20% Film/Video, 20% Discussion, 40% Small Group Activities.
Grading: 40% reports/papers, 40% quizzes, 20% class participation.
Exam Format: Term paper instead of final

EngL 3040 Studies in Film
3 credit(s), max credits 9, 3 completions allowed; Credit will not be granted if credit has been received for: ENGL 3040H;
Instructor: STAFF
Description: Most of us are familiar with Films Noir, a cinema genre named by a group of young French journalists after many of its films were already on screens for some fifteen years, as a body of gritty, fast, twisted, usually cheaply made movies often featuring third-rung actors and directed by "B-film" masters such as Ulmer, Fuller, Lewis, and Karlson. These films responded to post-war malaise, gender confusion, and the loosening of studio system codes and conventions, and are still echoed today in films such as Pulp Fiction, Red Rock West, Fargo, Killer Joe, and The Killer Inside Me. But with Noir's shadow style, also came its odd companion, the 1945 to 1955 Hollywood Melodramas that often derived from the same novels and magazine articles as did the Noirs. Marked by violent emotional shifts and compressed reactions to sexual, racial, and economic social ruptures, this ten years of lurid melodrama, culled from the writing of James M. Cain, David Goodis, Fannie Hurst and others comprises Noir's Other, or the visually brighter side of social darkness. In ENGL 3040, we will read the pulp novels and magazine articles, and view the films from these two related genres, and explore them in terms of language, visual and textual, and the cultural themes with which they struggle.

EngL 3060 Studies in Literature and the Other Arts: Writing and Music
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Sirc, Geoffrey Michael
Description: Student may contact the instructor or department for information.

EngL 3090 General Topics: Origins of English Words
3 credit(s), max credits 12, 3 completions allowed;
EngL 3090 General Topics: Origins of English Words
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Liberman, Anatoly
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. At present those interested in English etymology study the history of English, methods of linguistic reconstruction, Sanskrit, Greek, Latin, French, and so forth. Every subject can be studied in depth, and this is what specialists do. But it is also possible to be introduced to a scholarly discipline and learn enough to have an informed opinion about it. This course is exactly such an introduction. Its user can be anyone who wants to know how the words of English emerged, clashed, combined, lost their initial freshness, and died, to give way to upstarts whose day will also come. We will travel from the misty home of the Indo-Europeans to the North Sea and Great Britain. We will follow the Vikings and the Normans. The books and audio recordings will be your guides in these peregrinations.
Style: This is a printed correspondence section.
Grading: See attached syllabus
Exam Format: No exams

EngL 3090 General Topics: Origins of English Words
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Liberman, Anatoly
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. At present those interested in English etymology study the history of English, methods of linguistic reconstruction, Sanskrit, Greek, Latin, French, and so forth. Every subject can be studied in depth, and this is what specialists do. But it is also possible to be introduced to a scholarly discipline and learn enough to have an informed opinion about it. This course is exactly such an introduction. Its user can be anyone who wants to know how the words of English emerged, clashed, combined, lost their initial freshness, and died, to give way to upstarts whose day will also come. We will travel from the misty home of the Indo-Europeans to the North Sea and Great Britain. We will follow the Vikings and the Normans. The books and audio recordings will be your guides in these peregrinations.
Style: This is a printed correspondence section.
Grading: See attached syllabus
Exam Format: No exams

EngL 3090 General Topics: Origins of English Words
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Liberman, Anatoly
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. At present those interested in English etymology study the history of English, methods of linguistic reconstruction, Sanskrit, Greek, Latin, French, and so forth. Every subject can be studied in depth, and this is what specialists do. But it is also possible to be introduced to a scholarly discipline and learn enough to have an informed opinion about it. This course is exactly such an introduction. Its user can be anyone who wants to know how the words of English emerged, clashed, combined, lost their initial freshness, and died, to give way to upstarts whose day will also come. We will travel from the misty home of the Indo-Europeans to the North Sea and Great Britain. We will follow the Vikings and the Normans. The books and audio recordings will be your guides in these peregrinations.
Style: This is a printed correspondence section.
Grading: See attached syllabus
Exam Format: No exams
EngL 3101 Survey of Medieval English Literature
A-F only, 3 credit(s);
Instructor: Scheil, Andrew
Description: This course is an in-depth introduction to the vernacular literary cultures of the British Isles, from approximately 500-1500 A.D. One thousand years of history left behind a wealth of fascinating, strange and moving texts; our primary goal will be to make these voices speak to us once again. To this end we will apply the necessary historical, aesthetic and generic contexts in order to conjure up the world of these texts and understand them on their own terms. We will cover a wide variety of topics such as manuscript culture, epic and romance, war, heroism, religious faith, allegory, women and gender, knighthood and courtly love, comedy and tragedy, medieval notions of the body, soul and cosmos. We will read Old English, Old Irish and Middle Welsh literature (all in translation); we will also read a number of Middle English texts, some in translation, some in the original. Texts will include lyrics, the Irish saga of the hero Cuchulainn, Beowulf and a variety of other Anglo-Saxon works, the collection of Welsh tales of magic, love and heroism known as The Mabinogi, stories of chivalry and Arthur's knights such as Sir Orfeo, Sir Gawain and the Green Knight and Malory's Morte Darthur, selected works of Chaucer. No previous experience with medieval literature is necessary or expected.
Style: 50% Lecture, 50% Discussion.
Grading: 15% mid exam, 30% final exam, 30% reports/papers, 10% quizzes, 15% class participation.
Exam Format: objective questions and essays.

EngL 3110 Medieval Literatures and Cultures: Intro to Medieval Studies
3 credit(s), max credits 9, 3 completions allowed; Credit will not be granted if credit has been received for: ENGL 5110;
Instructor: Heng, Geraldine
Description: ENVISIONING MUSLIMS: THE MIDDLE AGES AND TODAY Our course will survey how Muslims are represented in the dominant cultural media of two important periods: the period known in the West as the European Middle Ages—a time in which Europe first became conscious of Muslims through Islamic invasions, multiple forms of cultural contact and negotiation, and the international wars known as "the Crusades"—and in the contemporary world of the 20th and 21st centuries, when Muslims have, once again, become prominent in the Western imagination. In the medieval period, we will read selections from European chronicles and romances, a Byzantine biography, Arab histories and biographies, and other cultural media, including illustrations and maps, to see how Europeans envisioned Muslims, and how Muslims envisioned themselves. In the contemporary period, we will view clips from digital media representing several genres—silent film, Hollywood action adventure movies, biographies, television comedy, musicals, Disney animation—to see how, and if, modern representations of Muslims differ from pre-modern representations. We will also view how Muslims represent themselves in digital media, including the Palestinian film, "Paradise Now," clips from Youssef Chahine's "Saladin" and the Axis of Evil comedy tour. Course requirements: a term paper of at least 12 pages (50%), 1 or 2 in-class presentations (30%), attendance and active participation (20%). Texts listed here are suggestive, not final. All pre-modern texts read in modern English translation. Chahine's "Saladin" has English subtitles. TEXTS (tentative) E. Said, Orientalism (selections) J. Shaheen (selections) Autobiography of Usamah Ibn Fadlan, Journey to Russia Ibn Jubayr (selections) Bernard Lewis, Robert Pape (selections) Richard Coer de Lyon Beha ad-Din, Biography of Saladin Marco Polo, Mandeville's Travels (selections) Sultan of Babylon DIGITAL MEDIA (tentative) "Envisioning Muslims" (M. Sanders) "Educating Muslims" (J. Henson) Caramel The Kingdom Paradise Now Lawrence of Arabia Saladin (Chahine's) Kingdom of Heaven, The 13th Warrior, Axis of Evil comedy tour.

EngL 3134 Milton and Rebellion
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ENGL 3134H;
Instructor: Haley, David B
Description: John Milton, next to Shakespeare England's greatest poet, in fact excelled Shakespeare as a political writer and champion of modern liberty. Where Shakespeare wrote to entertain a growingly self-absorbed court, Milton appealed to an enlightened public, addressing their private concerns (marriage and education) as well as the burning topics of politics and religion. The first part of this course will introduce students to Milton's earlier poems and prose leading up to the Regicide of 1649, an event that founded England's republic (and eventually America's) while transforming Milton from reclusive poet to civic servant. The second part of the course is devoted to reading PARADISE LOST, PARADISE REGAINED, and SAMSON AGONISTES, Milton's Restoration masterpieces that look back to the painful birth of freedom that we, 265 years later, still recall as the Great Rebellion.
Style: 30% Lecture, 30% Discussion, 40% Small Group Activities.
Grading: 45% reports/papers, 35% quizzes, 20% class participation.
Exam Format: Term paper instead of final exam.

EngL 3161 Victorian Literatures and Cultures
3 credit(s); Credit will not be granted if credit has been received for: ENGL 3161H;
Instructor: Cucullu, Lois B
Description: "The London Metropolis from Boz to Sherlock Holmes," Mondays and Wednesdays, 4:00 - 5:15 P. M. From
Dickens's crack reporter Boz of the 1830s to Conan Doyle's sleuth extraordinaire Sherlock Holmes of the 1890s, this course examines 19th century London as a site of modernity and as a subject of cultural production in order to understand how this center of commerce and empire came to function in the British imaginary. Among the printed texts and material culture that will occupy us are the mapping of the city whether by Boz, the ethnographer Henry Mayhew, or Bram Stoker's less savory Dracula; the many technological innovations of the century (railroads, photography, electrification, typewriter, phonograph, telegraph); the construction of modern time evident in Conrad's The Secret Agent and Wells' Time Machine; the display industry and popular entertainment; and the classifications of the indigenous and "pliant underbelly" of the metropolis (criminals, prostitutes, primitives, and the poor) alongside similar classifying practices in Empire at large.

EngL 3222 American Novel From 1900
3 credit(s); Credit will not be granted if credit has been received for: ENGL 3222H;
Instructor: Cihlar, James Jay
Description: We will read major, influential novels of the twentieth century to today, including such authors as Edith Wharton, Willa Cather, F. Scott Fitzgerald, Ernest Hemingway, Vladimir Nabokov, Kurt Vonnegut, and Louise Erdrich.

EngL 3330 Gay, Lesbian, Bisexual, and Transgendered Literature: Queer National Epics
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Damon, Maria
Description: Student may contact the instructor or department for information.

EngL 3501 Public Discourse: Coming to Terms With the Environment
3 credit(s); Meets CLE req of Environment; meets CLE req of Literature
Instructor: Schiappa, Jacqueline
Description: Student may contact the instructor or department for information.

EngL 3506 Learning Internships II
A-F only, 4 credit(s);
Instructor: Daigre, Eric Stephen
Description: Community Learning Internships II is the second semester of a year-long course. Students must have taken Community Learning Internships I the previous semester. In this course, students continue their work as literacy interns at their community organizations (5-6 hours per week), think more deeply about the structural arrangements that affect education and literacy, and develop a substantial leadership project or action plan at their organizations.

EngL 3507W Introduction to Chicana/o Literature
3 credit(s); Credit will not be granted if credit has been received for: CHIC 3507W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Duenes, Michael
Description: Student may contact the instructor or department for information.

EngL 3507W Introduction to Chicana/o Literature
3 credit(s); Credit will not be granted if credit has been received for: CHIC 3507W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Covarrubias, Alexandra Mendoza
Description: Student may contact the instructor or department for information.

EngL 3592W Introduction to Black Women Writers in the United States
3 credit(s); Credit will not be granted if credit already received for: AFRO 3592, EngL 3592W; Credit will not be granted if credit has been received for: AFRO 3592W; Meets CLE req of Writing Intensive
Instructor: Pate, Alexs D.
Description: This course seeks to explore the literary production of North American Black women from diverse backgrounds and perspectives. Through their varied and common experiences of Black females living in a white-male-dominated culture, we will endeavor they understand the social construction of race and gender, as well as, their intersection with class and social-economic dynamics. In the Black cultural and literary traditions of truth narratives, and transparency, these women share their historical, cultural, and contemporary experiences and insights with verve and authority. At the heart of their literary pursuit is the aspiration to live a more informed, enriched, and inspired life. In so doing, these writers offer us important lessons about creativity, hope, empowerment, courage, and self-expression.

EngL 3598W Introduction to African American Literature and Culture II
4 credit(s); Credit will not be granted if credit has been received for: AFRO 3598W; Meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Wright, John S
EngL 3712 Literary Magazine Production Lab II
A-F only, 4 credit(s);
Instructor: Cihlar, James Jay
Description: ENGL 3712 Literary Magazine Production Lab II is the second of a two-semester course in which students produce the 2013 issue of IVORY TOWER, the undergraduate literary magazine sponsored by the University of Minnesota Department of English.

EngL 3741 Literacy and American Cultural Diversity
4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Literature
Instructor: Daigre, Eric Stephen
Description: Students will serve as literacy workers for 2 hours a week outside of class at participating organizations in the nonprofit and educational sectors. This class combines academic study with experiential learning in order to collectively build a more engaged, complex understanding of the functions of literature, literacy, educational institutions, counter-institutional literacy programs, and the different cultures and communities in Minnesota and the Americas in general. We'll explore questions of "praxis," considering and applying our readings to the concrete circumstances of our community work, at all points trying to "make the connection" between our classroom and community work. In asking what literacy really means and what it means to be "democratic educators" in both spheres, we will challenge the distinction between classroom and community as an artifact of the modern research university. Reading: literary texts, sociological and educational theory, literacy studies. 2 papers, 2 presentations.

EngL 3883V Honors Thesis
A-F only, 1-4 credit(s), max credits 4, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Goldberg, Brian B
Description: Student may contact the instructor or department for information.

EngL 3960W Senior Seminar: Hip Hop as Scholarly Inquiry
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Sirc, Geoffrey Michael
Description: Engl. 3960W Senior Project Seminar: Hip Hop as Scholarly Inquiry Mondays and Wednesdays 1-2:30 PM
Professor Geoffrey Sirc This Senior Seminar will focus on Hip Hop, an exceptionally fruitful topic for academic inquiry in the way it offers a variety of research 'portals': not just the aesthetics of beats and rhymes, but issues of race, gender, sexuality, economics, fashion, violence, and a host of others. We'll conduct our inquiry through reading, course discussion, and writing. The goal of this seminar is for students to work steadily through our common course reading and writing--as well as material you find for your own research--to produce a senior research paper, one that represents an exciting academic investigation into a compelling aspect of contemporary culture.

EngL 3960W Senior Seminar: The Image on the Page
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Hancher, Michael
Description: Engl. 3960W Senior Project Seminar: The Image on the Page Mondays & Wednesdays 9:45-11 AM
Professor Michael Hancher Before there were movies, TVs, computer screens, and smartphones there were photographs, paintings, and pictures in books and magazines. The familiar saying "A picture is worth a thousand words" applies beyond the ad for which it was coined in 1927. This seminar will examine the production and uses of pictures in distinctive books and magazines that were published as early as 1493 and as late as 2012, most of them housed in the special collections of the University of Minnesota Libraries' which include the Children's Literature Research Collections, the Sherlock Holmes Collections, the Givens Collection of African American Literature, the Tretter Collection of GLBT Studies, among others. Readings will include accounts of depiction and the perception of pictures, as well as accounts of how pictures illustrate literary texts. Each student will select and study an illustrated book or magazine and present a detailed, illustrated account of it to the seminar and write a substantial paper about it.

EngL 3960W Senior Seminar: 'Girls on the Run' or The Female Picaresque
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Cucullu, Lois B
Description: Senior Project Seminar: "Girls on the Run or The Female Picaresque," Mondays and Wednesdays, 11:15 A.M. - 12:30 P.M. "Girls on the Run or The Female Picaresque" takes as its focus narratives of the picaresque. While the picaresque is celebrated for its long and distinguished masculine lineage (Don Quixote, Tom Jones, Huck Finn, Holden Caulfield), no less rich is the female tradition. This seminar considers the figure of the picara across several genres and media: from its novelistic roots in Moll Flanders to its cinematic guise in Thelma & Louise; from such liberation narratives as Harriet Jacobs' Incidents in the Life of a Slave Girl to Nella Larsen's 1920s novella of stymied emancipation Quicksand; from the American Western genre of Charles Portis's True Grit to Kelly Reichardt's contemporary film of flight Wendy and
Lucy. To cap off the seminar, we will consider Billy Wilder's topsy-turvy comedy of male flight in female dress Some Like it Hot.

EngL 3960W Senior Seminar: Medieval and Renaissance Drama
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Krug, Rebecca L
Description: EngL 3960W Senior Project Seminar: Medieval and Renaissance Drama Tuesdays and Thursdays, 11:15-12:30 P.M. Professor Rebecca Krug In this course we will study English drama from the later Middle Ages up through the early seventeenth-century. Readings are likely to include some of the following: Shakespeare's Hamlet; Marlowe's Dr. Faustus; Ford's 'Tis Pity She's a Whore; Webster's Duchess of Malfi; Kyd's Spanish Tragedy; Medieval Morality plays (Everyman; Mankind; The Castle of Perseverance) and cycle plays (Chester Noah; Towneley Second Shepherds; etc.). Students will write a long seminar paper incorporating performance history, literary criticism, and primary scholarship. No experience with medieval literature or early drama is required (but it is, of course, helpful).

EngL 3960W Senior Seminar: The Poetry of John Keats
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Goldberg, Brian B
Description: EngL 3960W Senior Project Seminar: The Poetry of John Keats Mondays and Wednesdays 1-2:15 Professor Brian Goldberg This course is organized around the close study of the work of the British poet John Keats (1795-1821), including his poetry, letters, and relevant biographical and critical material. The Senior Paper will address some aspect of Keats’ development as a poet and/or a thinker over time.

EngL 3960W Senior Seminar: Moby-Dick!
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Brown, Tony C.
Description: EngL 3960W Senior Project Seminar: Moby-Dick! Mondays and Wednesdays, 4:00 P.M. - 5:15 P.M. Professor Tony C. Brown This course aims to introduce students to major questions in animal studies and postcolonial studies through a thorough understanding of a major literary work as well as to enable students to write the best thesis possible. In part one we read Melville's wonderful South Seas romp, Moby-Dick, or the Whale, and focus on the white whale and Queequeg, attending to various questions and problems that follow from the representation of non-human animals and non-Europeans. Additionally, we will read some of the more interesting critical accounts of the novel in order to expand our understanding of Moby-Dick and gain familiarity with how one goes about writing critically on literature. Next we will focus on how one writes a thesis. We will cover issues including how to formulate a research question, how to conduct one's research, and how to write up one's research. Students will not be restricted to writing about Melville’s novel. Our reading of the novel will prompt certain questions that can be pursued in Moby-Dick or versions of it (graphic, filmic, etc.), or in other novels, films, etc.

EngL 3993 Directed Study
OPT No Aud, 1-4 credit(s), max credits 8;
Instructor: STAFF
Description: Guided individual study. Open to qualified students for one or more semesters. Before receiving permission to register, students submit to the English Undergraduate Studies office a signed contract using the CLA "Student/Faculty Learning Contract" available in all CLA offices.

EngL 4090 General Topics: The Avant-garde
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Scandura, Jani
Description: This course is to the literature, art, and thinking that loosely comprise the Euro-American avant-gardes between (roughly) 1890 and 1960. We will look at some of the major statements of the historical avant-garde?Dada, Futurism, Surrealism, with some engagement with related movements in Japan, Brazil, and the Caribbean. The class is both international and interdisciplinary in its concerns, exploring poetry, fiction, and essays, alongside music, film, visual and plastic art and performance. We also will look at a range of theorists of the avant-garde and of modernity more generally. Works by Peter Burger, Walter Benjamin, Gertrude Stein, Andre Breton, Marcel Duchamp, Mina Loy, Bruce Nugent, Charlie Chaplin, Maya Deren, Josephine Baker, Tristan Tzara, Kenneth Fearing, F. T. Marinetti, Brassai, Sianne Ngai, Jacques Ranciere, Gennifer Weisenfeld, etc.

EngL 4721 Electronic Text
3 credit(s);
Instructor: Hancher, Michael
Description: The recent migration of text from the written page and the printed book to the electronic file and the computer screen has changed ways of reading as well as ways of writing. Electronic-text databases, massive online libraries, and social-networking and crowd-sourcing sites have reframed the perennial questions of what to read and how to read. Other
questions become urgent again: Who owns the text? How is it maintained? How can it be shared? How can it be trusted? What does the reader bring to it? What is "close reading"? And now: What is "distant reading"? What is "Digital Humanities"? We will explore these questions in practical exercises and theoretical essays.

Style: 40% Lecture, 30% Discussion, 30% Student Presentation.
Grading: 67% reports/papers, 33% other evaluation. Other evaluation (33%): contribution to discussion in class and in Moodle Forum postings.

EngL 5090 Readings in Special Subjects
1-4 credit(s), max credits 9, 3 completions allowed; grad student or instr consent Credit will not be granted if credit has been received for: ENGL 5100;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

EngL 5140 Readings in 18th Century Literature and Culture: Statelessness
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ENGL 3141;
Instructor: Brown,Tony C.
Description: Addressing questions concerning the role of the state, especially its absence, in determining what is called the human and the animal, we will use Jacques Derrida’s recently published seminars, The Beast and the Sovereign, to organise readings of key Enlightenment and eighteenth-century texts. As we read selections from volumes one and two of the Beast and the Sovereign, we will work through the various texts Derrida addresses by Descartes, Hobbes, La Fontaine, Defoe, Condillac, Rousseau and Kant, among others, and including Heidegger, Arendt and Agamben.

EngL 5711 Introduction to Editing
4 credit(s);
Instructor: STAFF
Description: If the media doomsayers are right, editing is a dying craft. Right now, polytechnic institutes are training the next generation of copyeditors in Bangalore. Newspapers are shedding weight like dueling celebs in an US photospread. Bloggers are proving that no one need come between a rant and a reader. (Granted, they’re doing it one typo at a time.) But someone, somewhere, has to generate that alumni magazine, the St. Paul Saints season guide, and the co-op newsletter. In other words, a demand persists in the American marketplace for someone who knows how to turn slop into steak. In this class, we’ll study editing as a process, a protocol, and a philosophy. To elaborate, we’ll study the conventions of editing (grammar, story, and style) and we’ll meet professionals who do it well. (Fall ’08 guests included the editor in chief of the Minnesota Historical Society Press, the art director of City Pages, the media analyst at MinnPost, and an executive employment lawyer at U.S. Bancorp.) We’ll analyze why creative collaboration can feel like a playground brawl. Mostly, using real, raw manuscripts from newspapers, magazines, and books, we’ll practice how to screw up the written word—with the ultimate goal of screwing up a little less.

EngL 5711 Introduction to Editing
4 credit(s);
Instructor: Zuckerman,Jeffrey Jay
Description: This section is offered entirely online through Online and Distance Learning (ODL), College of Continuing Education. You will work independently, not as part of a student group. Visit “Class URL” for ODL policies, including fee and financial aid restrictions. You may be wondering whether this course can help you if you are interested in magazine and newspaper editing. Although you will be focusing on nonfiction texts, the skills you learn here will apply to other areas of editing. All editing requires that you exhibit creativity, clarity, and consistency. This course will also help you become a better editor of your own writing and a more perceptive and intelligent reader of other’s writing. You will begin to note how authors put words together, use punctuation, and construct sentences and paragraphs. You will come to appreciate the well-chosen word, the well-turned phrase, the considered opinion, the persuasive argument.
Style: 100% Web Based.
Grading: See attached syllabus

EngL 5805 Writing for Publication
3 credit(s);
Instructor: Ross Jr,Donald
Description: This is a workshop course for graduate students who wish to prepare their academic writing for publication. To some degree, it will be a motivational seminar. Along the way, we will discuss professional issues such as o the goals, politics, and diplomacy of journal editors and conference organizers o the various roles of conference papers, book reviews, articles, and books o good practice and ethics o differences between course papers and articles, dissertations and books You will do various exercises in writing abstracts, book reviews and notices, surveys of literature, and introductions. Also, your work in progress will be both edited and (somewhat formally) reviewed during the term. Writing and rhetorical issues to be addressed will include o getting started, momentum, and knowing when to quit o writing in short segments, starting at the beginning or at the middle o the roles of narration, description, and other forms of exposition o developing and expanding content While variations are possible, I think the course will go best if you focus on a single project. It will be
better if you have a start on your topic; there just isn't enough time for you to do full research and write a paper in fifteen weeks. However, if your research is done or nearly so, it should work out for you to begin with your notes and access to your sources. It's just fine if you start with a paper from one of your previous courses (maybe one of those with "this is publishable" cryptically at the end). If all things work out, the official result will be for you to send out a publishable manuscript to an appropriate journal. As an alternative, you might wind up with a good draft of a dissertation chapter that you convey to your advisor. In past offerings of this course, students have come from Civil Engineering, Creative Writing, English, French, Geography, History, Luso-Brazilian Literature, and Music.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Clayton, Tom
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Wright, John S
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Baxter, Charles Roger
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Sirc, Geoffrey Michael
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Damon, Maria
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Daigre, Eric Stephen
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Ismail, Qadri M
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Hirsch, Gordon D
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Sugnet, Charles J
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Hancher, Michael
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Lee, Josephine D
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Elfenbein, Andrew
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Schumacher, Julie
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Escure, Genevieve J
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Messer-Davidow, Ellen
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Watkins, John
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Garner, Shirley Nelson
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Fitzgerald, M. J
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Hampl, Patricia
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Sprengnether, Madelon M
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Rabinowitz, Paula
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Haley, David B
Description: Student may contact the instructor or department for information.
EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Brennan, Timothy Andres
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Scandura, Jani
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Gonzalez, Ramon
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Cucullu, Lois B
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Craig, Siobhan S
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Krug, Rebecca L
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Goldberg, Brian B
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Farber, Lianna
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Brown, Tony C.
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Scheil, Andrew
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Scheil, Katherine West
Description: Student may contact the instructor or department for information.

EngL 5992 Directed Readings, Study, or Research
1-3 credit(s), max credits 45, 15 completions allowed;
Instructor: Matar, Nabil I
Description: Student may contact the instructor or department for information.
EngL 8300 Seminar in American Minority Literature: Race & Performance
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Lee, Josephine D
Description: ENGL 8300 Seminar in American Minority Literature: "Race and Performance" Wednesdays 3:35-6:05 p.m. Central Time Taught by Professor Josephine Lee This course examines how the terms of theater, such as "mask," "scene," "acting," and "performance" might serve not only as broad analogies for how race works in everyday life, but also a more pointed way of looking at the history and present state of racial formation. Readings will encompass a range of texts drawn from humanistic, artistic, legal, and social science perspectives that give insight into these metaphors. We will also look more closely at how theater's work, practice, and institution rather than simply as metaphor manages particular kinds of racial encounters. Theater operates not only through a set of artistic and expressive choices, but also through the behind-the-scenes terms of casting, training, rehearsal, physical spaces, and audience development. Collectively, we will reflect further upon some of the deeper connections that can be made between how race is staged in the theater and how it is performed offstage. Readings will include historical and critical studies such as Ronald Takaki's Iron Cages, Michael Omi and Howard Winant's Racial Formation in the United States, and Saidiya Hartman's Scenes of Subjection, as well as plays by Lynn Nottage, David Henry Hwang, Suzan-Lori Parks, and others. This offering is available through CourseShare to graduate students at CIC universities. Please contact Charity Rae Farber <cfarber@STAFF.CIC.NET> if you are a non-Minnesota graduate student interested in joining the course. More information on the CourseShare program is available at http://www.cic.net/Home/Projects/SharedCourses/CourseShare/Introduction.aspx
Style: 25% Lecture, 75% Discussion.
Grading: 50% reports/papers, 25% attendance, 25% class participation.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Clayton, Tom
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Wright, John S
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Baxter, Charles Roger
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Sirc, Geoffrey Michael
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Damon, Maria
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Ismail, Qadri M
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Hirsch, Gordon D
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Sugnet, Charles J
Description: Student may contact the instructor or department for information.
EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Hancher, Michael
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Lee, Josephine D
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Elfenbein, Andrew
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Schumacher, Julie
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Escure, Genevieve J
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Messer-Davidow, Ellen
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Watkins, John
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Garner, Shirley Nelson
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Fitzgerald, M. J
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Hampl, Patricia
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Sprengnether, Madelon M
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Rabinowitz, Paula
Description: Student may contact the instructor or department for information.
EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Haley, David B
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Ross Jr, Donald
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Brennan, Timothy Andres
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Scandura, Jani
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Gonzalez, Ramon
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Cucullu, Lois B
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Craig, Siobhan S
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Krug, Rebecca L
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Goldberg, Brian B
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Farber, Lianna
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Brown, Tony C.
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Scheil, Andrew
Description: Student may contact the instructor or department for information.
EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Scheil,Katherine West
Description: Student may contact the instructor or department for information.

EngL 8992 Directed Reading in Language, Literature, Culture, Rhetoric, Composition, or Creative Writing
1-9 credit(s), max credits 15, 15 completions allowed;
Instructor: Matar,Nabil I
Description: Student may contact the instructor or department for information.

English: Creative Writing 222 Lind Hall

EngW 1102 Fiction Writing (Intro)
OPT No Aud, 3 credit(s);
Instructor: STAFF
Description: Introductory course in the art and craft of reading and writing fiction. Students will read a variety of classic and contemporary fiction. Students will be responsible for composing original stories; writing comments on student work; workshop participation; attendance at a literary reading; and a final portfolio of fiction.
Style: 25% Lecture, 50% Discussion.
Exam Format: Revised stories/Final Portfolio

EngW 1103 Poetry Writing (Intro)
OPT No Aud, 3 credit(s);
Instructor: STAFF
Description: Introductory course in the art and craft of reading and writing poetry. Students will read and analyze contemporary and classic works of poetry while also constructing and revising their own poetry. Students will be responsible for crafting original poetry; commenting on student work; workshop participation; attendance at a literary reading; short presentations and/or papers; a final portfolio of poetry.
Style: 25% Lecture, 50% Discussion. workshop
Exam Format: Revised poems/final portfolio

EngW 1104 Journal, Essay, Memoir Writing (Introduction)
OPT No Aud, 3 credit(s);
Instructor: STAFF
Description: Introductory course in the art and craft of reading and writing literary nonfiction. Students will read and analyze contemporary and classic nonfiction literary works (essays, memoir, biography, autobiography, short-shorts) and also construct and revise their own nonfiction pieces. Students will be responsible for crafting original works of nonfiction; commenting on student work; workshop participation; attendance at a literary reading; short papers and/or presentations; a final portfolio of nonfiction.
Style: 50% Discussion, 50% Laboratory. workshop
Exam Format: Revised nonfiction/final portfolio of nonfiction

EngW 3102 Fiction Writing (Intermediate)
OPT No Aud, 3 credit(s);
Instructor: STAFF
Description: Intermediate course in the art and craft of reading/writing fiction for students with previous experience in fiction writing. Students will read and analyze contemporary and classic short fiction and also construct their own stories. Students will be responsible for written comments on student work; workshop participation; attendance at a literary reading; some short papers and presentations; and a final portfolio of short fiction.
Style: 25% Lecture, 50% Discussion. workshop
Grading: Revised fiction/final portfolio of fiction

EngW 3102 Fiction Writing (Intermediate)
OPT No Aud, 3 credit(s);
Instructor: Daniel,Judith A
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The short story is a fascinating and very appealing form, particularly for American writers. Perhaps it is our history of discord, social upheaval, our restlessness and need for constant change that makes us so at home with a form that is short, intense, concentrated, and versatile. Whatever the reason, American writers of the past two hundred years have developed the short story form into a national
treasure. From the wonderfully rambling descriptions of Washington Irving, whose dislocated citizen, Rip Van Winkle, slept through the Revolutionary War, to John Cheever's dislocated Neddy Merrill, who fast forwards into his own future, the American short story bristles with life and energy as it charts, more accurately than our history books, our world view, our lives, and our sense of who we are and what we are becoming.

**Style:** This is a printed correspondence section.

**Grading:** See attached syllabus

**Exam Format:** No exams

**EngW 3104 Poetry Writing (Intermediate)**

**OPT No Aud, 3 credit(s);**

**Instructor:** STAFF

**Description:** This intermediate level course is for writers who have some previous experience in writing poetry. The course will focus on craft and stylistic techniques using writing exercises and readings from a range of poets writing in different forms. The workshop portion of the class will be devoted to developing individual student work; student critiques; some short papers and presentations; attendance at one literary reading; final portfolio of poetry.

**Style:** 25% Lecture, 50% Discussion. workshop

**Exam Format:** Final portfolio of poems

**EngW 3106 Journal, Essay, Memoir Writing (Intermediate)**

**OPT No Aud, 3 credit(s);**

**Instructor:** STAFF

**Description:** This intermediate level course is for students who have some experience writing literary nonfiction: memoir, essay, biography, etc. Students will read and analyze contemporary and classic nonfiction works while also constructing and revising their own nonfiction writing. Written comments on student work, workshop participation, some short papers and presentations, attendance at a literary reading and a final portfolio of nonfiction writing.

**Style:** 25% Lecture, 50% Discussion.

**Exam Format:** revised nonfiction/final portfolio of nonfiction

**EngW 3110 Topics in Creative Writing: Journaling into Fiction**

**OPT No Aud, 3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Daniel, Judith A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Journaling into Fiction, like all creative writing courses, can't be taught. I can start you on the way toward developing the craft of writing for a public audience, but your own love of reading and writing will be the most important impetus for your success. The other important thing you'll need is a passionate belief that you have something so exciting, interesting, and valuable to tell the rest of us that you will forge a pattern of words to make us pay attention. If you're not keeping a journal at the moment, start one today. This course is designed to work from your journals so if you're not keeping one, many of the suggestions and exercises won't make as much sense to you.

**Style:** This is a printed correspondence section.

**Grading:** See attached syllabus

**Exam Format:** No exams
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Journaling into Fiction, like all creative writing courses, can't be taught. I can start you on the way toward developing the craft of writing for a public audience, but your own love of reading and writing will be the most important impetus for your success. The other important thing you'll need is a passionate belief that you have something so exciting, interesting, and valuable to tell the rest of us that you will forge a pattern of words to make us pay attention. If you're not keeping a journal at the moment, start one today. This course is designed to work from your journals so if you're not keeping one, many of the suggestions and exercises won't make as much sense to you.

Style: This is a printed correspondence section.

Grading: See attached syllabus

Exam Format: No exams

EngW 3110 Topics in Creative Writing: Journaling into Fiction
OPT No Aud, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Daniel, Judith A
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Journaling into Fiction, like all creative writing courses, can't be taught. I can start you on the way toward developing the craft of writing for a public audience, but your own love of reading and writing will be the most important impetus for your success. The other important thing you'll need is a passionate belief that you have something so exciting, interesting, and valuable to tell the rest of us that you will forge a pattern of words to make us pay attention. If you're not keeping a journal at the moment, start one today. This course is designed to work from your journals so if you're not keeping one, many of the suggestions and exercises won't make as much sense to you.

Style: This is a printed correspondence section.

Grading: See attached syllabus

Exam Format: No exams

EngW 3110 Topics in Creative Writing: Persons and Places
OPT No Aud, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Baxter, Charles Roger
Description: The novel and the short story have traditionally been rooted in two narrative sources, among others: portraits of people, and of places (which is why many stories involve journeys and road trips). We'll be reading and discussing some recent novels and stories during the first half of the semester in which the art of portraiture--getting a person, alive and breathing, on the page--is central to the story. In the second half of the semester we'll be discussing settings, and a character's incursion into a particular setting, and what happens when someone who is foreign to a place, and to its people, arrives in a place where s/he may not belong. I will be asking for a combination of critical and creative responses.

EngW 3960W Writing Workshop for Majors: Fiction/Nonfiction
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Sholl, Jessica Ann
Description: Student may contact the instructor or department for information.

EngW 3960W Writing Workshop for Majors: Fiction
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Fitzgerald, M.J.
Description: For senior English majors working on a creative thesis. Please contact the Undergraduate Studies Office in the English department for application and advising information.

EngW 5130 Topics in Advanced Creative Writing: Ins and Outs of English, for Writers and Critics
4 credit(s), max credits 16, 4 completions allowed;
Instructor: Elfenbein, Andrew
Description: This course will offer an intensive introduction to the English language, geared for writers, critics, and scholars. We will examine the building blocks of language (sounds, words, sentences, and meaning); the history of English; the social contexts of language; and aspects of style and narratology. We will be giving close attention to how linguistic analysis can be used to heighten the ability to describe and understand complex texts.

EngW 5202 Journal and Memoir Writing
3 credit(s);
Instructor: Galt, Margot Kriel
Description: This course is a printed distance learning section (known as a correspondence course) offered through
Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Remembering incidents and facts, mulling them over in the present, and extracting insights from them is one of a writer's most important activities. As a result of taking this course, you will be able to brainstorm material from your memory; use a journal to develop writing; draft memoir prose, employing principles of literary variety, appropriate diction, sensuous description, narrative momentum, poetic and thematic shaping, and suitable metaphor; employ principles of revision; use the response of readers or listeners to improve your work; identify and appreciate works of memoir by earlier and contemporary authors; and begin to understand how racial and ethnic differences affect the stories people tell about themselves.

**Style:** This is a printed correspondence section.

**Grading:** See attached syllabus

**Exam Format:** No exams

---

**EngW 5205 Screenwriting**

4 credit(s);

**Instructor:** STAFF

**Description:** A hands-on advanced workshop for students with experience in creative writing and/or a working knowledge of basic screenplay format. Students' scripts-in-progress may be either a complete short film or an excerpt from a feature-length film. Class critiques will emphasize issues of imagery, characterization, plot and structure, as well as creative process within screenwriting. Also expect in-class screenings, guests, and nuts and bolts discussion about story pitches, synopses and other vagaries of the professional industry. For advanced undergraduates, graduate students, and writers from the community interested in continuing education. Ask for a permission number in 222 Lind Hall.

---

**EngW 5993 Directed Study in Writing**

1-4 credit(s), max credits 18, 18 completions allowed;

**Instructor:** STAFF

**Description:** By arrangement with individual faculty. For more information, contact the Creative Writing Program at (612) 625-6366.

---

**EngW 8110 Seminar: Writing of Fiction: Submerged Populations**

4 credit(s), max credits 16, 4 completions allowed;

**Instructor:** Baxter, Charles

**Description:** What has happened to the short story during the last half century? Has it expired or gone underground? Does Frank O'Connor's much-disputed theory of short story populations as consisting of "submerged population groups" still seem at least partially true? We'll be reading collections of short stories, with an emphasis on some close readings of one or two stories each week.

---

**EngW 8120 Seminar: Writing of Poetry: Poetic Short Forms and Mixed Genre Texts**

4 credit(s), max credits 8;

**Instructor:** Gonzalez, Ramon

**Description:** This course focuses on the evolution of poetic, mixed-genre texts and how short forms like prose poems, flash fiction, and the lyric essay are key elements in fusing a collage of genres that are redefining what poetry is about, how it is structured, and how it is read. Students will read and discuss several important texts to identify the modern tradition of these genres and how they are now used in contemporary writing. Each person will develop a poetic collage project that will be presented. Short form responses to some of the readings will also be required.

---

**EngW 8130 Seminar: Writing of Literary Nonfiction**

4 credit(s), max credits 8;

**Instructor:** Francisco, Patricia

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

---

**EngW 8170 MFA Practicum: EngW 1101W**

S-N only, 3 credit(s);

**Instructor:** Gonzalez, Ramon

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

---

**Entomology**

219 Hodson Hall

---

**Ent 1905 Topics: Freshman Seminar: Iceland: Landscapes, Nat Resources, and Env. Mgmt**

2 credit(s), max credits 3, 1 completion allowed;

**Instructor:** Ferrington Jr, Leonard Charles

**Description:** Student may contact the instructor or department for information.
Ent 4015 Ornamentals and Turf Entomology
3 credit(s);
Instructor: Krischik, Vera Aber
Description: This is an introductory course for undergraduate students, graduate students, and professionals with an interest in the management of insects in urban landscapes and in greenhouse, turf and nursery industries. The course examines the principles and implementation of Integrated Pest Management programs to manage pests. IPM is the practice of using a variety of cultural, biological and chemical methods to manage insects. IPM methods include biorational and biological pest controls, monitoring insect populations and the judicious use of chemical pesticides applied at the most vulnerable time in an insect's life history. Pest life histories, risk potential, and biological control potential are reviewed. One goal of IPM is to reduce any harmful impact chemicals may have on beneficial insects, wildlife or water quality. This is a web-based course using the CUES website (www.entomology.umn.edu/cues) and other IPM resources on the web. The required textbook is V. Krischik and J. Davidson. 2004. IPM of Midwest Landscapes. UMN extension number SB-07645 Questions? try krisc001@umn.edu website.
Style: 60% Lecture, 5% Discussion, 25% Laboratory.
Grading: 20% mid exam, 20% final exam, 30% quizzes, 25% laboratory evaluation, 5% problem solving.
Exam Format: Essay and multiple choice

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

Ent 4231 Insect Behavior
A-F only, 3 credit(s);
Instructor: Heimpel, George Eugene
Description: Insects have evolved some of the most interesting and bizarre behaviors in the animal kingdom. These behaviors are evolutionary geared to maximizing reproduction and survival in the face of various pressures that insects face and with the aid of numerous opportunities that are available to them during their sometimes complex life cycles. In this class, we will explore these behaviors using a behavioral ecology approach. We will investigate hypotheses attempting to explain why insects have evolved the repertoire of behaviors that we now observe. We will focus on the insect life cycle by considering behaviors critical to mating, reproducing, foraging for food, and surviving throughout the insect world.
Style: 100% Lecture.
Grading: 35% mid exam, 35% final exam, 30% reports/papers.
Exam Format: There will be two exams: a midterm and a non-cumulative final. Both exams will be composed of a mixture of questions requiring answers that range in length from single words to whole paragraphs.

Ent 5009 Pesticides in Horticulture: Their Use and Abuse
A-F only, 3 credit(s);
Instructor: Krischik, Vera Aber
Description: Student may contact the instructor or department for information.

Ent 5021 Insect Taxonomy and Phylogeny
4 credit(s);
Instructor: Holzenthal, Ralph W
Description: Insects are the most diverse group of organisms on Earth with almost 1 million described species. Millions more remain to be described, especially in tropical regions of the world. Insects come in a remarkable array of sizes, colors, and shapes. Taxonomists use this morphological complexity as the primary means of identifying insects, but also for inferring evolutionary relationships. In this course, we will learn how to identify insects, explore methods of collection and curation of insects, discuss their evolutionary relationships, see how insects fit in the natural world, and discuss exciting new efforts to inventory and conserve the remarkable diversity of insects. Text books: Grimaldi, D., and M.S. Engel. 2005. Evolution of Insects. Cambridge University Press. New York. 755 pp. Borror, D.J., and R.E. White. 1970. A Field Guide to the Insects. Peterson Field Guide Series. Houghton Mifflin Co. New York. 404 pp.
Style: 50% Lecture, 50% Laboratory.
Grading: 25% mid exam, 25% final exam, 50% quizzes.
Exam Format: Essay

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

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

Ent 5361 Aquatic Insects
A-F only, 4 credit(s);
Instructor: Ferrington Jr, Leonard Charles
Description: This course is designed for upper level undergraduate (junior and senior) and graduate students with
interests in General Biology, Entomology, Aquatic Ecology, Limnology, Water Resources or Conservation Biology. Course
content includes lectures, independent readings, and laboratory and field exercises. Students with no previous formal
training in Entomology are encouraged to enroll, as an overview of basic entomological concepts will be presented during
the first few weeks of class. The text will be Merritt & Cummins (eds), &quot;An Introduction to the Aquatic Insects of North
America&quot; Third Edition (1996), and photocopies of selected journal articles will be provided. Lectures will focus on
taxonomy, external morphology, life cycles, mating and foraging behaviors, evolution and natural history of insect orders
with aquatic species. Lab work will consist of learning to use identification guides and published keys to identify aquatic
insects to Order, family, and in some instances, genus. Field exercises will consist of general collecting methods for lake
and stream or river sampling, plus qualitative surveys of local habitats. Uses of aquatic insects in determining water quality
and impact of pollutants will also be discussed. A collection of aquatic insects, identified to family, is required. This class is
web enhanced. URL will be provided first day of class.
Style: 50% Lecture, 50% Laboratory. All lectures in Power Point format and electronic copies available to students.
Grading: 20% final exam, 20% quizzes, 20% laboratory evaluation, 40% other evaluation. There will be two mid-semester
exams counting 20% each.
Exam Format: Take home, with combination of multiple choice and short answer essay

Ent 5900 Basic Entomology
1-6 credit(s), max credits 12;
Instructor: STAFF
Description: Opportunity to make up certain deficiencies in biological background.

Ent 5910 Special Problems in Entomology
1-6 credit(s), max credits 10, 10 completions allowed;
Instructor: STAFF
Description: Individual field, lab, or library studies in various aspects of entomology.

Ent 5920 Special Lectures in Entomology
1 credit(s), max credits 3, 3 completions allowed;
Instructor: STAFF
Description: Lectures or laboratories in special fields of entomological research given by a visiting scholar or regular staff
member.

Ent 8041 Advanced Insect Genetics
2 credit(s);
Instructor: Fallon, Ann M
Description: Student may contact the instructor or department for information.
Ent 8200 Colloquium in Social Insects
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Spivak, Marla
Description: Student may contact the instructor or department for information.

Ent 8300 Graduate Seminar
S-N only, 1 credit(s);
Instructor: Moon, Roger Dean
Description: This course is intended for Entomology graduate students who need to satisfy their seminar requirement. Students in MS and PhD programs are required to present a thesis proposal seminar in a public seminar to the department. PhD students are also required to present an instructional seminar, where they are to review a non-thesis topic of their choice. Seminars of both kinds are usually scheduled and hosted as a part of the Entomology's Tuesday afternoon seminar series.
Style: 100% Student Presentation.
Grading: 100% reports/papers.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Venette, Robert C
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Fallon, Ann M
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Weller, Susan J.
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Krischik, Vera Aber
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Mesce, Karen A
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Munderloh, Ulrike G
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Andow, David
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Holzenthal, Ralph W
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;
Instructor: Kurtti, Timothy J
Description: Student may contact the instructor or department for information.
Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Ostlie,Kenneth R  
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Spivak,Marla  
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Hutchison,William D  
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Moon,Roger Dean  
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Heimpel,George Eugene  
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Ferrington Jr,Leonard Charles  
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Kells,Stephen A  
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Aukema,Brian Henry  
Description: Student may contact the instructor or department for information.

Ent 8594 Research in Entomology  
S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;  
Instructor: Tinerella,Paul P  
Description: Student may contact the instructor or department for information.

Entrepreneurship  
3-306 Carlson School of Management

Entr 6020 Business Formation  
A-F only, 4 credit(s);  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Entr 6021 Preparing and Implementing the Business Plan  
A-F only, 2 credit(s), max credits 4, 1 completion allowed;  
Instructor: Pavone,Carla  
Description: Student may contact the instructor or department for information.

Entr 6023 Financing Business Ventures  
A-F only, 4 credit(s);
Instructor: Fine, Alan Raymond
Description: Student may contact the instructor or department for information.

Entr 6036 Managing the Growing Business
A-F only, 2 credit(s);
Instructor: Fine, Alan Raymond
Description: Student may contact the instructor or department for information.

Entr 6037 Corporate Venturing
A-F only, 2 credit(s);
Instructor: Pavone, Carla
Description: Student may contact the instructor or department for information.

Entr 6041 New Product Design and Business Development
A-F only, 2-4 credit(s), max credits 10, 3 completions allowed; MBA student Credit will not be granted if credit has been received for: ME 8221;
Instructor: Adams, Carl Robert
Description: See web site for course description.

Environmental Sciences, Policy, and Management 132 Skok Hall

ESPM 1011 Issues in the Environment
3 credit(s); Meets CLE req of Environment
Instructor: Knight, Joe
Description: This course is an introductory survey of environmental issues that explores the connections between environmental sciences, policy, and management. The course begins by reviewing scientific, ethical, and economic approaches to environmental decision-making, but our primary focus will be scientific. Then we'll conduct a short review of ecology, focusing on case studies involving threats to biological diversity. Finally, we'll apply these perspectives to prominent environmental issues, including human population growth, resource consumption, land management (e.g. forestry, agriculture), pollution, and energy use. The course is intended for first-year students majoring in Environmental Sciences, Policy, and Management (ESPM), and for all students who are interested in the environment and wish to satisfy the University's liberal education theme for Environment. The course has no prerequisites and is appropriate for students with little or no scientific background.
Style: 65% Lecture, 5% Film/Video, 15% Discussion, 15% Small Group Activities.
Grading: 55% mid exam, 18% quizzes, 27% written homework. There will be 3 short writing assignments.
Exam Format: We will have three 40-point exams (non-cumulative) that will test your knowledge of the topics covered in the textbook and lectures. Exams will include a combination of multiple-choice, true/false, matching, and short-answer questions.

ESPM 1012H Environmental Science and Society
A-F only, 3 credit(s); Meets CLE req of Environment
Instructor: Tinerella, Paul P
Description: Selection of current and past environmental issues affecting our daily lives. Review and use of scientific methodology to investigate, understand, and work towards resolve of those issues. Global biogeochemical cycles (e.g., carbon, nitrogen, water) and impacts/effects on our changing planet. Exploration of scientific and social approaches to investigation of environmental issues. Visits to selected UMN laboratories and regional field trips.

ESPM 1425 The Atmosphere
A-F only, 4 credit(s); High school algebra Credit will not be granted if credit has been received for: GEOG 1425; Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Snyder, Peter K
Description: Student may contact the instructor or department for information.

ESPM 1905 Freshman Seminar: Turn Here for Fair Food
1 credit(s), max credits 3, 1 completion allowed;
Instructor: Cooper, Terence H
Description: Student may contact the instructor or department for information.

ESPM 2021 Environmental Sciences: Integrated Problem Solving
A-F only, 3 credit(s);
ESPM 3000 Seminar on Current Issues for ESPM: Climate change- Myths, Mysteries, & Uncertainties
A-F only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Griffis,Timothy John
Description: Climate change is the norm; not the exception. The geological and archaeological records are rich with evidence of a climate system that is dynamic and non-steady state. Yet we face the challenges of understanding the complexities of this system in order to better manage resources for the future. This seminar examines the theory of climate change and explores environmental signals that are used to diagnose climate variability. The Myths, Mysteries, and Uncertainties about the climate record and the biophysical feedback processes operating in the Earth-Atmosphere system will be explored. We will also examine some of the classic "Warming Papers" that provide the physical scientific basis for the atmospheric greenhouse effect.

ESPM 3000 Seminar on Current Issues for ESPM: Climate change- Myths, Mysteries, & Uncertainties
A-F only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Griffis,Timothy John
Description: Student may contact the instructor or department for information.

ESPM 3011W Ethics in Natural Resources
3 credit(s);Meets CLE req of Writing Intensive
Instructor: Guiney,Peggy Savanick
Description: Often, in our goal-oriented society, little time and thought is given to considering WHY we approach the natural world in the way we do. In this course, you will have the opportunity to explore the "why"s" that motivate humans to action. What are the fundamental value differences that cause intractable resource conflicts? How can you help people find win-win solutions? The course is designed to explore natural resource issues in the context of environmental ethics. Style: 30% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Guest Speakers, 10% Service Learning.

ESPM 3011W Ethics in Natural Resources
3 credit(s);Meets CLE req of Writing Intensive
Instructor: Bleser,Claire Serieysso
Description: Often, in our goal-oriented society, little time and thought is given to considering WHY we approach the natural world in the way we do. In this course, you will have the opportunity to explore the "why"s" that motivate humans to action. What are the fundamental value differences that cause intractable resource conflicts? How can you help people find win-win solutions? The course is designed to explore natural resource issues in the context of environmental ethics. Style: 30% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Guest Speakers, 10% Service Learning.

ESPM 3012 Statistical Methods for Environmental Scientists and Managers
A-F only, 4 credit(s);Two yrs of high school mathCredit will not be granted if credit has been received for: STAT 3011;Meets CLE req of Mathematical Thinking
Instructor: Burk,Thomas Edward
Description: This course focuses on both the foundations of statistical methods (the mathematical principles that underlie the methods) and the application of those methods. It is unlike similar courses in the emphasis it places on context. Methodological approaches will be motivated using applications from environmental science and management. With that as background, we will be able to more meaningfully study the principles, theory and foundations of the methods, including important theorems and proofs. The end result will be that you will possess i) a more complete understanding of assumptions made in deriving methods (and therefore the limitations of those methods) and ii) a better ability to extend and adapt methods as particular problems require it. An early example of this is the emphasis placed on randomization theory as it leads us to proper approaches for data collection. A second notable difference between this and similar courses is the emphasis on regression modeling for description and prediction using observational data as opposed to the confirmatory objectives of analysis of variance for designed experiments. We will cover regression very early in the course as a means of describing bivariate data and return to the topic in more detail once we have established the foundational principles that underlie our ability to do more than describe with regression. Reports on studies applying statistical methods abound in the popular press, including newspapers. We will draw on such studies regularly to initially illustrate proper, and often, unfortunately, improper application of methodology and the drawing of conclusions; we can then move on to the more complex challenges we face with data from the fields of environmental science and management.

ESPM 3031 Applied Global Positioning Systems for Geographic Information Systems
A-F only, 3 credit(s);Intro GIS course, [jr or sr]Credit will not be granted if credit has been received for: ESPM 5031;
Instructor: Jenks,Andrew Carl
**Description:** GPS principles, operations, techniques to improve accuracy. Datum, projections, and coordinate systems. Differential correction, accuracy assessments discussed/applied in lab exercises. Code/carry phase GPS used in exercises. GPS handheld units, PDA based ArcPad/GPS equipment. Transferring field data to/from desktop systems, integrating GPS data with GIS.

**ESPM 3111 Hydrology and Water Quality Field Methods**
- A-F only, 3 credit(s); 4061 or EEB 4601 or GEO 4601 or FR 3114
- Credit will not be granted if credit has been received for: ESPM 5111;
- Instructor: Magner, Joe
- **Description:** This course is about applied methods used by the industry to define hydrology and water quality. Most of the time we will be on a field trip to learn about flood forecasting, using water quality sondes, CR10’s, auto-samplers, sampling monitoring wells, surveying stream channels and measuring streamflow. You will be required to think & write about system design. Plan on attending at least one weekend field trip in April.
- **Style:** 20% Lecture, 50% Field Trips, 30% Guest Speakers.
- **Grading:** 35% final exam, 20% reports/papers, 35% quizzes, 10% attendance.

**ESPM 3131 Environmental Physics**
- A-F only, 3 credit(s);
- Instructor: Mulla, D J
- **Description:** Student may contact the instructor or department for information.

**ESPM 3202W Environmental Conflict Management, Leadership, and Planning**
- A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESPM 5202; Meets CLE req of Writing Intensive
- Instructor: Nelson, Kristen
- **Description:** Negotiation of natural resource management issues. Use of collaborative planning. Case study approach to conflict management, strategic planning, and building leadership qualities. Emphasizes analytical concepts, techniques, and skills.

**ESPM 3211 Survey, Measurement, and Modeling for Environmental Analysis**
- 3 credit(s); [MATH 1031 or MATH 1051], [3012 or FW 4001 or STAT 3011], computer competency
- Credit will not be granted if credit has been received for: ESPM 5211;
- Instructor: Ek, Alan Ryan
- **Description:** Introduction to survey, measurement, and modeling concepts/methods for study of natural resources and environmental issues. Emphasizes survey design for data collection, estimation, and analysis for issues encompassing land, water, air, vegetation, animal, soil, and human/social variables.
- **Style:** 60% Lecture, 20% Discussion, 10% Small Group Activities, 5% Field Trips, 5% Guest Speakers.
- **Grading:** 45% quizzes, 45% written homework, 10% class participation.

**ESPM 3221 Soil Conservation and Land-Use Management**
- 3 credit(s);
- Instructor: Wheeler, Daniel B
- **Description:** Student may contact the instructor or department for information.

**ESPM 3241W Natural Resource and Environmental Policy**
- 3 credit(s); Credit will not be granted if credit has been received for: ESPM 5241; Meets CLE req of Civic Life and Ethics; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
- Instructor: Hibbard, Calder Morris
- **Description:** Student may contact the instructor or department for information.

**ESPM 3575 Wetlands**
- 3 credit(s); Credit will not be granted if credit has been received for: ESPM 5575;
- Instructor: Nater, Ed
- **Description:** Student may contact the instructor or department for information.

**ESPM 3601 Sustainable Housing--Community, Environment, and Technology**
- A-F only, 3 credit(s); Credit will not be granted if credit has been received for: HSG 3482; Meets CLE req of Technology and Society
- Instructor: Seavey, Robert Thomas
- **Description:** Perhaps you've noticed the high tech house on campus across from the Bell Museum. Will all housing be
built with similar technologies in the future? Should it? Perhaps you've been in a neighborhood and wondered whether the residents ever see each other. How do housing practices and the choices we make about housing resources affect a sense of community? And what about the new and incredibly efficient but expensive LED light bulbs: are they worth it? As population continues to grow and as environmental issues become more pressing, it has become increasingly clear that some housing practices and technologies are more sustainable than others, and in this course you will learn about the challenges and choices we all face in creating and maintaining housing. Historically, we have mostly allowed people to do what they want on their own property, and to build without much thought to how natural events impact communities, but does this freedom carry an unsustainable cost to the surrounding environment, and to our communities? Housing is a basic necessity, and the knowledge you gain in this course is something you will use for the rest of your life.

**ESPM 3602 Regulations and Corporate Environmental Management**
A-F only, 3 credit(s);
APEC 1101 or ECON 1101 or 3261W
Credit will not be granted if credit has been received for: ESPM 5602;
Instructor: STAFF
Description: Students will learn the basic principles and evolution of environmental regulatory development and implementation at U.S. national, state, and local levels as well as some introduction to international regulations. The course will emphasize the perspectives of the various stakeholders concerned with regulatory and non-regulatory responses to the perceived threats to environmental health. In particular, students will gain insight into the issues corporations need to deal with to achieve successful environmental management.

**ESPM 3605 Recycling: Extending Raw Materials**
A-F only, 3 credit(s);
Credit will not be granted if credit has been received for: ESPM 5605; Meets CLE req of Technology and Society
Instructor: Barney, Brett M
Description: Student may contact the instructor or department for information.

**ESPM 3607 Natural Resources Consumption and Sustainability**
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Hill, Jason David
Description: This course examines the use of natural resources as raw materials for industrial and economic development and the impact of their use on the environment. Topics covered include global trends in population growth, economic growth, agricultural production, and consumption of food, energy, water, minerals, and biomass. Methods for quantifying the impact of human activities on their environment will be described along with mechanisms for balancing consumption and environmental needs. The goal of this course is to provide students with a framework to think critically about complex environmental problems and sustainable solutions in a diverse global economy.

**ESPM 3656 Composting and Organics Utilization**
A-F only, 3 credit(s);
Instructor: Halbach, Thomas R.
Description: Student may contact the instructor or department for information.

**ESPM 4021W Problem Solving: Environmental Review**
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Nater, Ed
Description: Class Room - Biological Sciences 64 ? a room designed for team teaching. Learn about the environmental review process; both at the national and state level - NEPA & MEPA. Write actual environmental review documents. Learn the techniques used by consulting firms, local governments and state government that protect the environment when projects are proposed. The course is writing intensive and teams are used for many of the course projects. This course can prepare you for actual positions in the environmental review field.

**ESPM 4093 Directed Study**
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: Nelson, Kristen
Description: Student may contact the instructor or department for information.

**ESPM 4093 Directed Study**
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: Rosen, Carl Jay
Description: Student may contact the instructor or department for information.

**ESPM 4093 Directed Study**
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: Nater, Ed
Description: Student may contact the instructor or department for information.

ESPM 4093 Directed Study
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: Cooper, Terence H
Description: Student may contact the instructor or department for information.

ESPM 4093 Directed Study
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: Bleser, Claire Seriesysol
Description: Student may contact the instructor or department for information.

ESPM 4094 Directed Research
1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Rosen, Carl Jay
Description: Student may contact the instructor or department for information.

ESPM 4096 Professional Experience Program: Internship
A-F only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Cooper, Terence H
Description: Go to your Gold Pass account- left side to locate link to ESPM Internship form. Fill out form online and permission number will be sent to you.

ESPM 4096 Professional Experience Program: Internship
A-F only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Venturelli, Paul A
Description: Go to your Gold Pass account- left side to locate link to ESPM Internship form. Fill out form online and permission number will be sent to you.

ESPM 4256 Natural Resource Law and the Management of Public Lands and Waters
A-F only, 3 credit(s); 3241 or instr consent Credit will not be granted if credit has been received for: ESPM 5256;
Instructor: Enzler, Sherry Anne

ESPM 4607 Industrial Biotechnology and the Environment
A-F only, 3 credit(s); BIOL 1009, CHEM 1021 Credit will not be granted if credit has been received for: ESPM 5607;
Instructor: Sarkanen, Simo
Description: This course introduces non-science/engineering students to vital topics in biotechnology and biofuels: Energy from cellular metabolism; Photosynthesis and microbial hydrogen production; Gene cloning and protein production from cloned genes; Lignocellulose in plant cell walls; Transgenic plants for biofuels production
Style: 80% Lecture, 20% Discussion.
Grading: 70% quizzes, 30% class participation.
Exam Format: Seven biweekly quizzes with the questions in each selected from sets handed out one week in advance.

ESPM 4609 Air Pollution Impacts, Management, and Ethical Challenges
A-F only, 3 credit(s); [BIOL 1001 or BIOL 1009], [CHEM 1011 or CHEM 1015 or CHEM 1021], CHEM 1017 Credit will not be granted if credit has been received for: ESPM 5609; Meets CLE req of Civic Life and Ethics
Instructor: Janni, Kevin A
Description: Student may contact the instructor or department for information.

ESPM 4811 Environmental Interpretation
A-F only, 3 credit(s); Jr or sr or grad student Credit will not be granted if credit has been received for: ESPM 5811;
Instructor: Carlson PhD, Stephan Paul
ESPM 5031 Applied Global Positioning Systems for Geographic Information Systems
A-F only, 3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: Biol 5501
Credit will not be granted if credit has been received for: ESPM 3031;
Instructor: Jenks, Andrew Carl
Description: GPS principles, operations, techniques to improve accuracy. Datum, projections, and coordinate systems.
Differential correction, accuracy assessments discussed/applied in lab exercises. Code/carrier phase GPS used in exercises. GPS handheld units, PDA based ArcPad/GPS equipment. Transferring field data to/from desktop systems, integrating GPS data with GIS.

ESPM 5111 Hydrology and Water Quality Field Methods
A-F only, 3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ESPM 3111;
Instructor: Magnier, Joe
Description: This course is about applied methods used by the industry to define hydrology and water quality. Most of the time we will be on a field trip to learn about flood forecasting, using water quality sondes, CR10's, auto-samplers, sampling monitoring wells, surveying stream channels and measuring streamflow. You will be required to think & write about system design. Plan on attending at least one weekend field trip in April.
Style: 70% Field Trips, 30% Guest Speakers.
Grading: 40% mid exam, 40% final exam, 20% reports/papers.
Exam Format: Take-home, problem solving

ESPM 5202 Environmental Conflict Management, Leadership, and Planning
A-F only, 3 credit(s); Grad or instr consent Credit will not be granted if credit has been received for: ESPM 3202;
Instructor: Nelson, Kristen
Description:

ESPM 5211 Survey, Measurement, and Modeling for Environmental Analysis
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ESPM 3211;
Instructor: Ek, Alan Ryan
Description: Introduction to survey, measurement, and modeling concepts/methods for study of natural resources and environmental issues. Emphasizes survey design for data collection, estimation, and analysis for issues encompassing land, water, air, vegetation, animal, soil, and human/social variables.
Style: 60% Lecture, 20% Discussion, 10% Small Group Activities, 5% Field Trips, 5% Guest Speakers.
Grading: 45% quizzes, 45% written homework, 10% class participation.

ESPM 5241 Natural Resource and Environmental Policy
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ESPM 3241;
Instructor: Hibbard, Calder Morris
Description: Student may contact the instructor or department for information.

ESPM 5256 Natural Resource Law and the Management of Public Lands and Waters
A-F only, 3 credit(s); 3241, [sr or grad student] Credit will not be granted if credit has been received for: ESPM 4256;
Instructor: Enzler, Sherry Anne

ESPM 5575 Wetlands
3 credit(s); 3575, [sr or grad student or instr consent] Credit will not be granted if credit has been received for: ESPM 3575;
Instructor: Nater, Ed
Description: Student may contact the instructor or department for information.

ESPM 5601 Principles of Waste Management
A-F only, 3 credit(s);
Instructor: Halbach, Thomas R.
Description: Student may contact the instructor or department for information.

ESPM 5602 Regulations and Corporate Environmental Management
A-F only, 3 credit(s); APEC 1101 or ECON 1101 Credit will not be granted if credit has been received for: ESPM 3602; 
Instructor: STAFF
Description: Students will learn the basic principles and evolution of environmental regulatory development and implementation at U.S. national, state, and local levels as well as some introduction to international regulations. The course will emphasize the perspectives of the various stakeholders concerned with regulatory and non-regulatory responses to the perceived threats to environmental health. In particular, students will gain insight into the issues corporations need to deal with to achieve successful environmental management.

ESPM 5605 Recycling: Extending Raw Materials Supplies
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESPM 3605;
Instructor: Barney, Brett M
Description: Student may contact the instructor or department for information.

ESPM 5607 Industrial Biotechnology and the Environment
A-F only, 3 credit(s); BIOL 1009, CHEM 1021, grad student Credit will not be granted if credit has been received for: ESPM 4607;
Instructor: Sarkanen, Simo
Description: This course introduces non-science/engineering students to vital topics in biotechnology and biofuels: Energy from cellular metabolism; Photosynthesis and microbial hydrogen production; Gene cloning and protein production from cloned genes; Lignocellulose in plant cell walls; Transgenic plants for biofuels production
Style: 80% Lecture, 20% Discussion.
Grading: 70% quizzes, 30% class participation.
Exam Format: Seven biweekly quizzes with the questions in each selected from sets handed out one week in advance.

ESPM 5609 Air Pollution Impacts, Management, and Ethical Challenges
A-F only, 3 credit(s); [CHEM 1021 or CHEM 1015] [BIOL 1001 or BIOL 1009 or CHEM 1017] Credit will not be granted if credit has been received for: ESPM 4609;
Instructor: Janni, Kevin A
Description: Student may contact the instructor or department for information.

ESPM 5811 Environmental Interpretation
A-F only, 3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ESPM 4811;
Instructor: Carlson PhD, Stephan Paul

Experimental and Clinical Pharmacology 7-159 WDH

ECP 5220 Regulatory Issues in Drug Research
1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Birnbaum PhD, Angela K
Description: Student may contact the instructor or department for information.

ECP 5620 Drug Metabolism and Disposition
A-F only, 3 credit(s);
Instructor: Johnson PhD, L'Aurelle Anna Lee
Description: Student may contact the instructor or department for information.

ECP 8100 Seminar
1 credit(s), max credits 8, 8 completions allowed;
Instructor: Lamba, Jatinder K
Description: Student may contact the instructor or department for information.

ECP 8220 Experimental and Clinical Pharmacology
3 credit(s);
Instructor: Birnbaum PhD, Angela K
Description: Student may contact the instructor or department for information.
ECP 8420 Clinical Trial Simulation  
2 credit(s);  
Instructor: Birnbaum PhD, Angela K  
Description: Student may contact the instructor or department for information.

ECP 8430 Advances in Pharmacometrics Modeling and Simulation  
S-N only, 1 credit(s), max credits 6, 6 completions allowed;  
Instructor: Brundage, Richard  
Description: Student may contact the instructor or department for information.

ECP 8900 Advanced Topics in Experimental and Clinical Pharmacology  
1-4 credit(s), max credits 8, 4 completions allowed;  
Instructor: Brundage, Richard  
Description: Student may contact the instructor or department for information.

ECP 8992 Directed Readings in Experimental and Clinical Pharmacology  
1-2 credit(s), max credits 4, 4 completions allowed;  
Instructor: Johnson PhD, L'Aurelle Anna Lee  
Description: Student may contact the instructor or department for information.

ECP 8993 Directed Study in Experimental and Clinical Pharmacology  
1-4 credit(s), max credits 4;  
Instructor: Brundage, Richard  
Description: Student may contact the instructor or department for information.

ECP 8993 Directed Study in Experimental and Clinical Pharmacology  
1-4 credit(s), max credits 4;  
Instructor: Marino, Susan Ellis  
Description: Student may contact the instructor or department for information.

ECP 8993 Directed Study in Experimental and Clinical Pharmacology  
1-4 credit(s), max credits 4;  
Instructor: Jacobson, Pamala Ann  
Description: Student may contact the instructor or department for information.

ECP 8993 Directed Study in Experimental and Clinical Pharmacology  
1-4 credit(s), max credits 4;  
Instructor: Noreddin PhD, Ayman M  
Description: Student may contact the instructor or department for information.

Family Social Science  
290 McNeal Hall

FSoS 1101 Intimate Relationships  
4 credit(s); Meets CLE req of Social Sciences  
Instructor: Mendenhall PhD, Tai Justin  
Description: Intimate Relationships is a course that focuses on the interpersonal dynamics of couples, and on the dynamics of couples in-context. We will explore how intimate relationships evolve and develop, and how they succeed or fail. We will talk about a variety of important relationship topics and skills, including dating, hooking-up, cohabitation, marriage, sexual orientation, gender roles & power, communication & conflict resolution, relationship problems (e.g., abuse, infidelity, divorce), and couple-enrichment/couples therapy. The course's principal goal is to provide an overview of these and related topics, and to help you gain a deeper appreciation and awareness of their importance.  
Style: 50% Lecture, 10% Film/Video, 20% Discussion, 20% Small Group Activities.  
Grading: 33% final exam, 33% reports/papers, 33% quizzes.  
Exam Format: Multiple Choice + Essay

FSoS 1201 Human Development in Families: Lifespan  
4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences  
Instructor: Hemesath, Karla  
Description: This course provides a survey of human development in a family context while emphasizing the role of diversity in shaping family environments. Using life course theory and human development theories, the course addresses
the interlocking paths of individual and family development, beginning with birth and continuing through the life cycle. It addresses the basic processes involved in physical, cognitive, language, social, and personality development and how they are interrelated. It interweaves the ways in which historical, social, and cultural factors, including ethnicity, gender, class and sexual orientation, influence family context, which in turn, influences individual development. The course is strongly grounded in theory and research, but also explores how theory and research findings are applied to everyday lives. Class lectures and discussions will not simply repeat the material in the textbook or readings. We will use class time to go beyond the readings, focusing on specific issues about families and development and exploring points of current interest and controversy. We will also examine social science data on current issues in development to understand how theories are applied in developmental research. Students will work individually and in small groups to evaluate findings in developmental research, and to apply a developmental lifespan perspective to major issues in today's society. This course is designed for undergraduates who seek a broad introduction to human development in family contexts across the entire lifespan. It is especially relevant for students interested in human services career paths. This course fulfills liberal education requirements for the Social Science core and the Diversity and Social Justice theme.

FSoS 1301 Cash or Credit: You Need to Know
A-F only, 1 credit(s);
Instructor: Zuiker, Virginia Solis
Description: College students are referred to as "America's newest class of debtors" by the media. They are targeted for easy-to-get credit cards and also may have large student loans. FSoS 1301 is a course that provides PSEO students, freshmen and sophomore students with factual information about basic money management skills. The great thing about this class is that the topics covered in class can be applied to everyday life, even the life that exists outside of college. This is an on-line, interactive learning based class.
Style: 100% Web Based. Distance Learning, web-based
Grading: 40% reports/papers, 60% quizzes.
Exam Format: Multiple choice True and False

FSoS 2101 Preparation for Working With Families
A-F only, 2 credit(s);
Instructor: Goodman, William Joseph
Description: The essential components of this course are reflection and development of learners in helping relationships, critical thinking skills (Bloom Taxonomy) for practicing thinkers, and advancement of written and multimodal literacy. To review course requirements, goals and objectives, and additional information about this course, learners are encouraged to view the syllabus on the WEB.
Style: 20% Lecture, 40% Discussion, 20% Laboratory.
Grading: PLEASE NOTE that this course uses Contract Grading

FSoS 2103 Family Policy
3 credit(s);
Instructor: Magistad, Beth Maddock
Description: This course will explore the reciprocal linkages between family functioning and public/private policies at the local, state, and federal levels. The course will focus on theoretical frameworks for conceptualizing family policy and roles professionals can play in building and implementing family policy. Students will explore how families contribute to social problems, how families are affected by these problems, and whether families should be involved in policy solutions. Students will assess the consequences policies may have for family well-being with special attention to selected family policy issues. Course Philosophy: My intent is to engage students in the topic of family policy and to enable family policy to come alive and be seen as real and relevant to the personal and professional lives of the students. I do not intend to have the students complete the class espousing my political views, but rather to explore more fully a range of political perspectives in an attempt to determine their own views on current family issues. Students are evaluated on their ability to articulate a particular view, identify its theoretical underpinnings, support it with empirical findings, and refute alternative views.
Style: 35% Lecture, 5% Film/Video, 20% Discussion, 20% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.
Grading: 26% reports/papers, 30% special projects, 13% quizzes, 16% written homework, 10% class participation.

FSoS 2105 Methods in Family Research
3 credit(s); PSTL 1004 or STAT 1001 or OMS 2550 or ESPY 3264 or STAT 3011 or PSY 4801 or instr consent Credit will not be granted if credit has been received for: FSOS 4105;
Instructor: Rueter, Martha A
Description: This course is designed to give you the opportunity to develop the skills you need to be an intelligent consumer of scientifically based information about families. Topics covered include how to access current research on families, the scientific process and components of a well-executed family study, and social, ethical, and contextual factors that make studying families both exciting and challenging.
Style: 35% Lecture, 20% Discussion, 20% Small Group Activities, 25% Guest Speakers.
Grading: 30% mid exam, 30% final exam, 40% written homework.

FSoS 2191 Independent Study in Family Social Science
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

FSoS 3101 Personal and Family Finances
3 credit(s);
Instructor: Solheim,Catherine Ann
Description: The importance of financial management is recognized for its major impact on quality of life for individuals and families. This course focuses on personal and family finances, not corporate or government finances. College students' unique financial challenges and their related decisions will be considered as they impact credit ratings and debt accumulation, two areas in which less than optimal decision-making often results in long-term financial stress.
Style: 20% Lecture, 5% Film/Video, 15% Discussion, 30% Small Group Activities, 5% Guest Speakers, 25% Web Based. Team-based learning in active learning classroom; students at tables - interact in teams of 3 to solve problems, apply course concepts, discuss. Attendance required for successful course completion
Grading: 25% final exam, 27% special projects, 5% quizzes, 25% additional semester exams, 5% class participation, 13% problem solving. Class participation = on-line discussions Three exams plus comprehensive final exam Problem solving = case studies Special project = personal financial planner
Exam Format: Multiple choice

FSoS 3101 Personal and Family Finances
3 credit(s);
Instructor: Packingham,Ella
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course focuses on personal and family finances, not corporate or government finances. It will address financial pitfalls such as too much debt and investing scams. However, the focus is on financial strategies and tools, economic security, and ways to build assets.
Style: Online
Grading: See attached syllabus

FSoS 3102 Family Systems and Diversity
3 credit(s); At least soph or instr consent Credit will not be granted if credit has been received for: FSOS 5101;Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Xiong PhD,Zha Blong
Description: This course examines family systems across the lifespan using a variety of family theories (i.e., the family systems theory, the human ecology theory, the family development theory, etc.). It introduces students to diversity issues related to gender, class, ethnicity/race, sexual orientation, disability, as well as emergent family forms (i.e., cohabitation, divorce, single parenthood, and remarriage) in the context of the latest research.
Style: 50% Lecture, 15% Film/Video, 10% Discussion, 25% Small Group Activities.
Grading: 26% mid exam, 26% final exam, 28% reports/papers, 13% quizzes, 6% written homework.

FSoS 3102 Family Systems and Diversity
3 credit(s); At least soph or instr consent Credit will not be granted if credit has been received for: FSOS 5101;Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Senyurekli,Aysem Ruchan
Description:

FSoS 3104 Global and Diverse Families
3 credit(s); At least Soph or instr consent Credit will not be granted if credit has been received for: FSOS 4102;Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Solheim,Catherine Ann
Description: ***Satisfies CLE Social Sciences Global Perspectives Theme ***Global and Diverse Families is a course that focuses on family dynamics of various racial/ethnic populations across the world in the contexts of global economic, political and social processes. ***The course explores the differences of etic/emic perspectives and insider/outside methodologies to study global and culturally diverse family systems. Using a human ecological theoretical lens, learners examine and understand the interdependence of family, kin, racial, cultural, class, communal, educational, social, religious, political and economic systems within and across countries. ***Students learn to recognize personal, social, cultural, mass media, and other barriers to understanding global family lives. ***The course also creates learner awareness of "isms"
(racism, sexism, ethnocentrism, ageism, heterosexism), privilege, discrimination, obliviousness and ignorance and how these dynamics manifest within and across various cultures and countries.

**Style:** 40% Discussion, 20% Small Group Activities, 20% Guest Speakers, 20% Service Learning. Films, reading, service-learning experiences and guest speakers provide the basis for discussion

**Grading:** 20% final exam, 25% special projects, 25% journal, 30% class participation. Attendance is mandatory as much of the learning and evaluation of learning occurs through class discussion and personal/group reflection

**Exam Format:** Essay

---

**FSoS 3104 Global and Diverse Families**

3 credit(s); at least Soph or instr consent

Credit will not be granted if credit has been received for: FSOS 4102; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences

**Instructor:** Senyurekli, Aysem Ruchan

**Description:**

---

**FSoS 3191 Independent Study in Family Social Science**

1-5 credit(s), max credits 12, 12 completions allowed;

**Instructor:** STAFF

**Description:** The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

---

**FSoS 3426 Alcohol and Drugs: Families and Culture**

3 credit(s); Credit will not be granted if credit has been received for: FSOS 5426;

**Instructor:** Jankord, John Lamont

**Description:** This survey course provides an introduction to the psychology and sociology of psychoactive drug use, abuse, and addiction, in contemporary American society. While this is not a skill development or clinical course, the relationships between individual, family, and socio-cultural dimensions of drug using behavior will be explored. The biopsycoso-spiritual model is used to conceptualize addiction. Special attention is given to variables of ethnicity, gender, sexuality, and social class. Lectures, readings, large and small group discussions, and individual research and writing projects are used to advance student knowledge and understanding.

**Style:** 25% Lecture, 20% Film/Video, 25% Discussion, 15% Small Group Activities, 15% Guest Speakers.

**Grading:** 17% mid exam, 17% final exam, 14% reports/papers, 9% special projects, 17% journal, 26% other evaluation.

The Cultural Research Paper accounts for 26% of the grade.

**Exam Format:** T/F, Multiple Choice, Short Answer. 40-50 questions.

---

**FSoS 3429 Counseling Skills Practicum I**

3 credit(s); Credit will not be granted if credit has been received for: FSOS 5429;

**Instructor:** Meyer, Cynthia Jo

**Description:** This course is designed to provide students the listening skills necessary to establish a helping relationship and to promote the personal growth and development of people they will see in their future work. It helps students develop skills that are critical in helping other people, including individuals, couples and families. Through class lecture, practice, written exercises, and discussion, this course focuses both on self-awareness about one's desire to help others as well as developing basic skills in helping others.

**Style:** 50% Lecture, 20% Discussion. skills practice

**Grading:** 30% final exam, 25% reports/papers, 10% special projects, 15% class participation, 20% other evaluation.

**Homework assignments**

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

---

**FSoS 4101 Sexuality and Gender in Families and Close Relationships**

3 credit(s);

**Instructor:** Meyer, Cynthia Jo

**Description:** Sexuality and Gender in Families and Close Relationships provides students an opportunity to learn about current research in the field of sexuality, develop comfort applying this information in professional settings, utilize and develop critical thinking skills to examine evidence and biases in the field of sexual science, and to clarify and confirm sexual values as well as understand the impact these values have on one's personal and professional relationships. A variety of topics will be covered including family communication and sexuality education, body image, gender development and development of gender roles, sexuality research, developing healthy sexuality in children, adolescent sexuality, attraction and intimacy, mate selection and other sexuality related topics of importance to relationships and families

**Style:** 60% Lecture, 30% Discussion. small group presentations and film

**Grading:** 30% mid exam, 30% final exam, 20% reports/papers, 10% special projects, 10% class participation.

**Exam Format:** multiple choice
**FSoS 4104W Family Psychology**
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Syvertsen, Amy Kay
Description: This course is the outgrowth of the students, staff, and faculty of the Department of Family Social Science responding to the paucity of understanding of homosexuals and bisexuals in the context of families. The course's intention is to broaden perspectives and weave them into an inclusive fabric of enriched learning. Human Ecology Theory guides the examination of gay, lesbian, and bisexual people in families and their unique contribution to the understanding of diversity among families. Current research, theory, and opportunities for self-reflection will be pathways to learn more about the diverse experiences of those who participate in families with GLB members. Course topics will include: definitions of "family," mythologies, coming-out, identity, homophobia and heterosexism, gender, family of origin, social networks, intimacy, children, parenting, aging, and ethnicity. We will also focus on the current debate dealing with "gay marriage," the definitions of marriage, and critically examine the implications of providing marriage rights to gays and lesbians on GLB families and society as a whole. Methodological issues in research and clinical issues for serving GLB families will also be addressed.

**Style:** 40% Lecture, 20% Film/Video, 30% Discussion, 5% Small Group Activities, 5% Guest Speakers.

**Grading:** 38% reports/papers, 4% attendance, 31% reflection paper, 15% in-class presentation, 12% class participation. Up to 10 points in extra credit is available to students who attend a community event related to GLB family issues.

**FSoS 4154W Families and Aging**
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Lassig, Sara Lynn
Description: Aging families from diverse socio-economic and cultural groups are examined as complex multi-generational systems interacting within ever-changing social structures. Changing demographics and social/cultural forces have created a unique period where family life includes more elders than ever before. This course provides an overview of aging in our society as it relates to the family system. The emphasis will be on the family as a complex system containing multiple generations. There is a special emphasis on the critical application of family theories to major internal and external issues confronting families with elders in this stage of the life course. Intergenerational family dynamics, late life developmental transitions, relationships and caregiving for frail elders will be investigated. Death, dying, and end-of-life issues will also be examined. Ethnicity, class, and gender are aspects that will be examined from the context of issues that confront families with elders. Students will be using two texts, including the popular seller "Another Country: Navigating the Emotional Terrain of our Elders," by Mary Pipher. Class discussion is encouraged and the classroom learning environment is built on mutual learning and teaching by both students and instructor. Guest speakers will also be a part of this course. This course is designed to expand students understanding of intergenerational aging and family issues. Students will have the opportunity to interview an older adult and explore several of the concepts discussed during the course. Course Objectives: By the end of the course, students will be able to: 1. Summarize demographic trends regarding aging families within US and worldwide and describe the issues this presents world society. 2. Identify issues and themes which confront researchers, practitioners and policy makers who work with older families today. 3. Critique gerontological and family systems theories as they apply to various elders, their marriages and families, taking into account diverse cultures and contexts. 4. Apply conceptual frameworks of symbolic interaction, developmental, systems and human ecology to understand individual, family and community responses to late life issues. 5. Apply these conceptual frameworks in constructing either an individual life course narrative or programmatic proposal to address an important issue facing late life families.

**Style:** 50% Lecture, 5% Film/Video, 25% Discussion, 10% Small Group Activities, 10% Guest Speakers.

**Grading:** 40% reports/papers, 40% quizzes, 5% attendance, 5% class participation, 10% other evaluation. Webvista discussion is used for this course and accounts for part of the participation grade.

**Exam Format:** 5 quizzes, with the 4 counting and the lowest score being dropped. Make up quizzes will not be given, but rather that quiz will count as the dropped quiz.

**FSoS 4145 Parent-Child Relationships**
A-F only, 3 credit(s);
Instructor: Magistad, Beth Maddock
Description: This course will cover history, theories, research, and contemporary practices of parent-child relationships in diverse families across the life span. Students will apply theories studied in class to parent-child observations. The course
helps to prepare students for professional work in education, social work and other human service occupations as well as to examine parenting from a personal perspective.

**Style:** 65% Lecture, 10% Film/Video, 10% Discussion, 10% Small Group Activities, 5% Student Presentation.

**Grading:** 13% mid exam, 13% final exam, 15% reports/papers, 15% special projects, 8% written homework, 26% additional semester exams, 2% in-class presentation, 7% class participation.

**Exam Format:** Multiple choice

---

**FSoS 4160H Honors Capstone Project**

- **A-F only, 2 credit(s), max credits 4;**
- **Instructor:** STAFF
- **Description:** Individualizes the honors experience by connecting aspects of major program with special academic interests.

---

**FSoS 4191 Independent Study in Family Social Science**

- **1-4 credit(s), max credits 12, 12 completions allowed;**
- **Instructor:** STAFF
- **Description:** The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

---

**FSoS 4294 Research Internship**

- **1-4 credit(s), max credits 4, 1 completion allowed;**
- **Instructor:** STAFF
- **Description:** Students work on research projects with Family Social Science faculty that may include research planning, proposal writing, literature review, data collection, data coding and/or cleaning, data analysis and research reporting.

---

**FSoS 4296 Field Study: Working With Families**

- **S-N only, 1-12 credit(s), max credits 12, 4 completions allowed;**
- **Instructor:** Goodman, William Joseph
- **Description:** This course consists of 180 hours of directed paraprofessional work experience related to the learners’ 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 learners with an experience that best advances their thinking and working. This capstone course is further designed to integrate the whole of a student's undergraduate work by requiring learners to complete a professional efolio suitable for use during job interviews upon graduation. To review course requirements, goals and objectives, and additional information about this course, learners are encouraged to view the syllabus on the WEB.

- **Style:** 100% Discussion.
- **Grading:** 5% in-class presentation, 5% laboratory evaluation, 90% other evaluation. community service

---

**FSoS 5014 Quantitative Family Research Methods I**

- **3 credit(s);**
- **Instructor:** Von Korff, Lynn
- **Description:** Family research methods, issues associated with multiple levels of analysis. Conducting family-focused data analyses using basic/intermediate methods (through ANOVA and multiple regression), including power analysis. By the end of the semester, students will... *understand the special issues associated with family and relationship research, such as lack of independence of observations and multiple levels of analysis, evaluate a variety of quantitative family research articles published in journals such as the Journal of Marriage and Family, with an emphasis on understanding methods and results sections, formulate family related research questions in order to work with an existing quantitative data set, use SPSS successfully in data analysis (through FSoS 5015 1 credit SPSS lab), conduct family-focused data analyses, using basic and intermediate methods (through ANOVA and multiple regression), including power analysis, prepare written reports, following APA style, deepen understanding of the ethical issues involved in family research, including functions of IRB and HIPAA, understand the strengths, limitations, and appropriateness of alternative methods: direct observation, interviewing, self-report questionnaires, rating scales (M), develop the skills that will lead directly to the production of a successful masters thesis, critical review paper, and/or special project

- **Style:** 25% Lecture, 25% Discussion, 25% Small Group Activities, 10% Demonstration, 10% Guest Speakers, 5% Web Based.
- **Grading:** 50% reports/papers, 25% special projects, 15% written homework, 10% class participation.

---

**FSoS 5015 Family Research Laboratory**

- **S-N only, 1 credit(s);**
- **Instructor:** Schulz, Cathy L
This course is designed to prepare students to conduct and document quantitative research using SPSS.
Students will learn SPSS syntax through hands-on instruction completing a series of self-paced SPSS exercises. The
sessions include individual and group instruction. Objectives of this course are to (1) develop sound quantitative research
practices, such as preparing data for analyses, documenting the research process, and managing SPSS computer files, (2)
learn methods of generating SPSS syntax, (3) demonstrate the ability to read, interpret, and describe statistical procedures
that address specific research questions, and (4) improve analytical research skills.
**Style:** 15% Discussion, 85% Laboratory.
**Grading:** 10% attendance, 10% class participation, 55% laboratory evaluation, 25% problem solving.

**FSoS 5193 Directed Study in Family Social Science**

1-6 credit(s), max credits 6, 1 completion allowed;
**Instructor:** STAFF

**Description:** The directed study course is for field, laboratory and 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 5426 Alcohol and Drugs: Families and Culture**

3 credit(s); Credit will not be granted if credit has been received for: FSOS 3426;
**Instructor:** Jankord, John Lamont

**Description:** This survey course provides an introduction to the psychology and sociology of psychoactive drug use,
abuse, and addiction, in contemporary American society. While this is not a skill development or clinical course, the
relationships between individual, family, and socio-cultural dimensions of drug using behavior will be explored. The bio-
psycho-socio-spiritual model is used to conceptualize addiction. Special attention is given to variables of ethnicity, gender,
sexuality, and social class. Lectures, readings, large and small group discussions, and individual research and writing
projects are used to advance student knowledge and understanding.

**Style:** 25% Lecture, 20% Film/Video, 25% Discussion, 15% Small Group Activities, 15% Guest Speakers.

**Grading:** 17% mid exam, 17% final exam, 14% reports/papers, 9% special projects, 17% journal, 26% other evaluation.
The Cultural Research Paper accounts for 26% of the grade.

**Exam Format:** T/F, Multiple Choice, Short Answer. 40-50 questions.

**FSoS 5429 Counseling Skills Practicum I**

3 credit(s); Credit will not be granted if credit has been received for: FSOS 3429;
**Instructor:** Meyer, Cynthia Jo

**Description:** This course is designed to provide students the listening skills necessary to establish a helping relationship
and to promote the personal growth and development of people they will see in their future work. It helps students develop
skills that are critical in helping other people, including individuals, couples and families. Through class lecture, practice,
written exercises, and discussion, this course focuses both on self-awareness about one's desire to help others as well as
developing basic skills in helping others.

**Style:** 50% Lecture, 20% Discussion. skills practice

**Grading:** 30% final exam, 25% reports/papers, 10% special projects, 15% class participation, 20% other evaluation.

**Homework assignments
Exam Format:** multiple choice and short essay

**FSoS 5900 Special Topics in Family, Youth, and Community: Parents as Couples / Couples as Parents**

1 credit(s), max credits 20, 20 completions allowed;
**Instructor:** Magistad, Beth Maddock

**Description:** Topics not dealt with in regular courses. Topics vary by offering.

**FSoS 5906 Program Planning in Family Education**

A-F only, 3 credit(s);
**Instructor:** Englund, Lynn A.

**Description:** This course is required for M.A. and Ph.D. students with a family education major. It is also appropriate for
graduate students in a number of other majors and disciplines across the university who have an interest in developing,
delivering, and assessing educational programs; for example: public health, nursing, youth development leadership, family
social science. FSOS 5906 considers research and theory, development of curriculum and programs, and evaluation of
materials for the delivery of programs related to family issues and about family life. The course is intended for educators,
graduate students, upper-level undergraduate students, and others interested in program planning in family education.
Participants will have opportunities to examine and evaluate curricular materials and learn processes, skills,
considerations, and perspectives involved in planning educational programs in family education. Course Goals: CI 5906 is
intended to assist participants in developing: - awareness of implications of family education perspectives for program
development - understanding of alternative approaches to program development and their implications for families,
educators, programs, and society - ability to critique existing planning processes and teaching methods for the family
education perspectives reflected in them and the implications for families, educators, programs, and society - competence
in two modes of program development.

**Style:** 25% Lecture, 50% Discussion, 25% Small Group Activities.

**Grading:** 100% reports/papers.

---

**FSoS 5937 Parent-Child Interaction**
- **A-F only, 3 credit(s);**
- **Instructor:** Cline, Heather Marie
- **Description:** Student may contact the instructor or department for information.

---

**FSoS 5942 Everyday Experiences of Families**
- **A-F only, 2 credit(s);**
- **Instructor:** Brown, Michael Patrick

---

**FSoS 5943 Parent Learning and Development: Implications for Parent Education**
- **A-F only, 2 credit(s);**
- **Instructor:** STAFF

---

**FSoS 5946 Assessment and Evaluation in Parent Education**
- **A-F only, 2 credit(s);**
- **Instructor:** Rader, Shannon Natasha

---

**FSoS 5949 Student Teaching in Parent Education**
- **A-F only, 2 credit(s);**
- **Instructor:** Brown, Michael Patrick
- **Description:** Supervised parent education practice to meet individual student needs/interests. Online discussion, reflection, cooperative learning.

---

**FSoS 8003 Current Issues in Family Science**
- **3 credit(s);**
- **Instructor:** McCulloch, B. Jan

---

**FSoS 8047 Integrative Research Seminar**
- **3 credit(s);**
- **Instructor:** Dworkin, Jodi
- **Description:** The course involves integrating theoretical, methodological, and practice/outreach issues in writing dissertations, papers for publication, and/or proposals for research. Students submit proposals, at the beginning of the semester, outlining the research paper or proposal to be written and refined during the semester. Work during the semester includes writing several drafts of the paper/proposal after receiving critiques from professor and class members. Examples of published papers may be used as examples for both discussion and critique. The course is presented in seminar format with active participation of students in contributing readings, writing, critique, discussions, and evaluations. The professor acts as facilitator with the students to maximize the content covered.
- **Style:** 15% Lecture, 20% Discussion, 20% Small Group Activities, 45% Student Presentation, 5% Guest Speakers.
- **Grading:** 49% reports/papers, 36% reflection paper, 10% in-class presentation, 5% class participation.

---

**FSoS 8104 Family Policy Seminar**
- **3 credit(s);**
- **Instructor:** Solheim, Catherine Ann
- **Description:** This is a hybrid learning course with limited face-to-face time and extensive on-line interaction via Moodle-based discussions and blogs. Learners in this course will critically examine theoretical orientations for family policy conceptualization. They will apply a family perspective to policy issues which differs from other approaches to policy analysis. Learners will develop their digital voice and presence through the creation of a blog focused on a specific policy issue related to families. They will include analysis of relevant research and reports, policy organization activities, advocacy efforts, and legislation related to their particular issue.
- **Style:** 10% Lecture, 30% Discussion, 5% Field Trips, 5% Guest Speakers, 50% Web Based. FSoS 8104 will be taught as a hybrid course. Class will meet for 3 weeks at the beginning of the semester, once mid-semester and once at the end of the semester. Most class interaction will occur on-line via Moodle and blogs.
- **Grading:** 40% special projects, 30% class participation, 30% other evaluation.
FSoS 8150 Topics in Family Social Science: Global Perspectives Refugee & Immigrant Families II
3 credit(s), max credits 6, 6 completions allowed;
Instructor: Solheim, Catherine Ann
Description:

FSoS 8151 Preparation for Independent Teaching in Family Studies
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Meyer, Cynthia Jo
Description: FSoS 8151 is a one credit practicum course open to graduate students focusing on the development of skills to independently teach family sciences courses to undergraduates. Students who have submitted a proposal to teach a one-credit summer course, which has been accepted, will be required (and have the opportunity) to take this class. While it is understood that there are some teaching skills, methods, and approaches that cross all disciplines, this course will focus specifically on the development of skills to teach family studies courses, both in terms of content and methods. This course is meant to serve as a place for students to get support in their development as instructors, be mentored, and have the opportunity to mentor others. Students will meet as a group on a monthly basis. Class meetings will serve as an opportunity for students to support one another as they develop their summer class, including course syllabus, lesson plans, course goals and outcomes, assignments, tests, and lectures. Classroom management issues will be discussed. Students will also have the opportunity to meet with the instructor on an individual basis to develop and implement additional goals that best meet their teaching needs. The instructor of this course will support the student prior to, during and after their teaching experience providing any consultation or support that is needed.  
Style: 30% Discussion, 5% Small Group Activities, 65% Student Presentation.  
Grading: 35% special projects, 20% attendance, 35% in-class presentation, 10% class participation. Students must register for this class S/N. Students will receive an "S" by attending and participating in all classes, giving a one hour lecture to an undergraduate class, completing class syllabus, and presenting class format to students in 8151.

FSoS 8193 Directed Study in Family Social Science
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Directed study for a doctoral student in FSoS or related field.

FSoS 8275 Clinical Consultation with Couples and Families
S-N only, 3 credit(s);
Instructor: Doherty, William J
Description:

FSoS 8295 Family Therapy Practicum
S-N only, 1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: Mendenhall PhD, Tai Justin
Description: Student may contact the instructor or department for information.

FSoS 8296 Family Therapy Internship
S-N only, 1-21 credit(s), max credits 21, 1 completion allowed;
Instructor: Harris, Steven Michael
Description: This course is designed to provide you with supervision during your internship experience. Frequency, orientation, and supervision structure will be determined in conjunction with your supervisor.

FSoS 8297 Supervision of Supervision
S-N only, 1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Harris, Steven Michael
Description: This course is only open to Doctoral Students in the Couple and Family Therapy program in the Dept. of Family Social Science. Emphasis on the supervisory experiences of students who are currently supervising therapists in training. Students enrolled in this course must keep track of their hours accrued as expected and outlined in the AAMFT Approved Supervisor handbook.  
Style: 50% Small Group Activities, 50% Student Presentation.  
Grading: 50% attendance, 50% class participation. Attendance includes both the class meeting times as well as attendance at supervision sites in the community.

FSoS 8755 Master's Paper: Plan B Project
S-N only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: STAFF
Description: Graduate faculty work with students on research for Plan B paper.
Finance 3-122 Carlson School of Management

Fina 3001 Finance Fundamentals
A-F only, 3 credit(s); ACCT 2050, OMS 2550
Credit will not be granted if credit has been received for: APEC 3501;
Instructor: Reik, John Willard

Fina 4121 Financial Markets and Interest Rates
A-F only, 2 credit(s);
Instructor: STAFF
Description: Course provides an introduction to the principles of and methods used in Financial Markets. Basic framework for valuing fixed income securities. Term structure on interest rates, forward rates, principles of fixed-income valuation. Surveys treasury, corporate, municipal, securitization markets.
Style: 90% Lecture, 10% Discussion.
Grading: 45% final exam, 5% special projects, 20% quizzes, 30% written homework. These percentages are subject to change and provided to give the student a rough idea of the weighting of course elements.

Fina 4221 Principles of Corporate Finance
A-F only, 2 credit(s);
Instructor: Legg, Thomas D
Description: Student may contact the instructor or department for information.
Fina 4221 Principles of Corporate Finance
A-F only, 2 credit(s);
Instructor: Vogel, Richard
Description: Student may contact the instructor or department for information.

Fina 4242W Corporate Investment Decisions
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Focuses on efficiently managing working capital and fixed assets. Cases illustrate some of the topics: working capital management, making capital budgeting decisions, targeting/evaluating firm performance, assessing mergers/acquisitions.

Fina 4321 Portfolio Management and Performance Evaluation
A-F only, 2 credit(s);
Instructor: STAFF
Description: Introduces investment environment and concepts used to manage security portfolios. Portfolio/security risk/return tradeoffs, portfolio diversification, asset allocation, active portfolio management versus indexed portfolios, portfolio performance evaluation.

Fina 4329 Security Analysis Capstone
A-F only, 2 credit(s);
Instructor: Friese, Brian J
Description: Student may contact the instructor or department for information.

Fina 4422 Financial Modeling
A-F only, 2 credit(s);
Instructor: Legg, Thomas D
Description: Student may contact the instructor or department for information.

Fina 4522 Options in Corporate Finance
A-F only, 2 credit(s);
Instructor: Yu, Jianfeng
Description: Student may contact the instructor or department for information.

Fina 4522 Options in Corporate Finance
A-F only, 2 credit(s);
Instructor: Bazdresch, Santiago
Description: Student may contact the instructor or department for information.

Fina 4523 Derivatives I
A-F only, 2 credit(s);
Instructor: Ai, Hengjie
Description: Student may contact the instructor or department for information.

Fina 4523 Derivatives I
A-F only, 2 credit(s);
Instructor: Graveline, Jeremy J
Description: This course provides an introduction to financial derivatives, their valuation, and their use by corporations, investment managers, and financial institutions to manage financial risk. The course makes extensive use of the no-arbitrage principal and the binomial model for options to develop a solid foundation for understanding the value and risks in derivatives markets.

Fina 4529 Derivatives II Capstone
A-F only, 2 credit(s);
Instructor: Ai, Hengjie
Description: Student may contact the instructor or department for information.

Fina 4621 The Global Economy (Macro)
A-F only, 2 credit(s);
Instructor: Bazdresch, Santiago
This course is a survey of macroeconomics from a global perspective. Macroeconomic policies in emerging markets and developed countries are covered. International dimensions of corporate finance are discussed. Exchange rate determination mechanisms, exchange rate regimes, the interest rate parity conditions, and a country's international capital and commercial balances are analyzed. Students who have completed ECON 3102 Intermediate Macro Economics Theory should not enroll in FINA 4621.

---

**Fina 4622 International Finance**
- **A-F only, 2 credit(s);**
- **Instructor:** Le, Thanh Trung
- **Description:** Student may contact the instructor or department for information.

**Fina 6121 Debt Markets, Interest Rates, and Hedging**
- **A-F only, 2 credit(s);**
- **Instructor:** STAFF

**Fina 6122 Financial Management of Depository Institutions**
- **A-F only, 2 credit(s);**
- **Instructor:** Moser, Helen
- **Description:** The world of banking touches everything. Nearly everyone has a relationship with a bank of some kind. Many of us today have managed to form relationships with multiple institutions...one for savings and checking, one for mortgages, another for credit cards, etc. These relationships are essential in creating growing economies. In this course, we will begin with an overview of the history of the banking system in the United States, and discuss the creation and role of the Federal Reserve. The main focus of the course is on commercial banking. We will discuss the structure of the bank's balance sheet and focus on its risks. Risk management is a key in managing a profitable institution. This discussion will also focus on changing regulations and the evolution of global banking. In addition, we will also touch on other financial institutions and compare/contrast their risk/rewards with that of the commercial bank.
- **Style:** 65% Lecture, 5% Film/Video, 20% Discussion, 10% Small Group Activities.

**Fina 6241 Corporate Finance Analysis and Decisions**
- **A-F only, 4 credit(s);**
- **Instructor:** STAFF
- **Description:** Theoretical/applied understanding of corporate financial decisions. Adjusted present value, economic value added options. Impact of financing decisions on real asset valuation, managerial incentives, corporate strategy.

**Fina 6242 Advanced Corporate Finance Analysis and Decisions**
- **A-F only, 4 credit(s);**
- **Instructor:** STAFF
- **Description:** Theory/practice of efficiently managing working capital, fixed assets. Emphasizes mergers/acquisitions, corporate restructuring, real options. Use of derivatives as financing tools, in deal structure.

**Fina 6322 Financial Modeling**
- **A-F only, 2 credit(s);**
- **Instructor:** Nantell, Timothy J
- **Description:** The ability to build, operate and interpret financial models has become an almost universal job requirement for all MBA students. (See student and professional quotes below.) This course has been redesigned to appeal to MBA students with a wide range of career interests. Corporate finance, marketing, consulting, supply chain, IT and entrepreneurial students will find the course useful, as will students with career interests in the financial services industry (e.g. credit analysts, equity analysts, investment bankers, etc.). Students build a financial model on their own, they learn to use a fully developed financial model and they use these models repeatedly to evaluate and plan performance, to estimate value added from projects and strategies and to estimate the value of securities. Relative to other finance courses, this course emphasizes building and interpreting financial models, plowing little new ground in the way of finance theory and concepts. On the other hand, one objective of this course is to reinforce finance concepts by having students build them into models and by having students interpret the results produced by the models. The ability of students completing this course to build and work with comprehensive financial models should allow them to claim financial modeling and financial analysis capabilities as among their strengths, regardless of the functional career path they have chosen. This course has been designed to both stand on its own and to serve as the first half of a four-credit two-course sequence on financial
modeling. The second half of the sequence, Fina 6323, Advanced Financial Modeling, is offered in the Fall semester and focuses on advanced financial performance models, equity security analysis models, including relative valuation models, credit analysis models and mergers and acquisition models. Upon completion of this two-course sequence, students will know how to use standard financial models and how to build financial performance and valuation models for any financial analysis situation they might come across. Bottom line is if you can build a cash flow model from scratch, you will understand how everything in a P&L is linked. This allows you to easily explain to both finance and non-finance people what is going on (very important in the corporate finance world). Modeling is the one skill that can really set you apart from your peers and help make you look a lot smarter than you may even be? ?? all the recruiters seem to care about is whether I can build and maintain a financial model!? ?Financial models are not about absolute values; they are about relationships. A good financial model demonstrates the relationships and the business tradeoffs that compose the profitability potential of the business idea. If you understand the relationships, the drivers of revenue, drivers of cost, and the critical success factors, you understand the core of the business.?

**Style:** 20% Lecture, 40% Discussion, 40% Demonstration.

**Grading:** 20% final exam, 20% class participation, 60% other evaluation. Students are asked to come to class having attempted to conclude modeling exercises. The structure of and lessons learned from these models are discussed in class. Five of these modeling exercises are graded, each worth 12%.

**Exam Format:** A final modeling exercise -- take home.

**Fina 6324 Securitization Markets**
- A-F only, 2 credit(s);
- **Instructor:** Redfield, Corey Blair
- **Description:** Student may contact the instructor or department for information.

**Fina 6341 World Economy**
- A-F only, 4 credit(s);
- **Instructor:** Le, Thanh Trung
- **Description:** Student may contact the instructor or department for information.

**Fina 6422 Topics: Mergers and Acquisitions**
- A-F only, 2 credit(s), max credits 8, 4 completions allowed;
- **Instructor:** Caruso, Gerald M
- **Description:** This course will explore the various means for corporate managers to achieve growth through mergers and acquisitions. The objectives of the course will be to leverage the skills developed in the core curriculum: finance, accounting, marketing, and strategy. We will examine both buyer and seller motivations in the context of M&A transactions and strategic alliances. The course will also examine the growing role of private equity in the M&A marketplace and we will discuss why these players have been able to succeed. Who should take this course? Managers who expect, at some point in their career, to be making decisions related to mergers and acquisitions or joint ventures at their firm - from valuation to integration. The pre-requisite for this course is FINA 6241 or permission from the instructor."
- **Style:** 35% Lecture, 35% Discussion, 15% Small Group Activities, 15% Student Presentation.
- **Grading:** 35% reports/papers, 30% special projects, 35% in-class presentation.

**Fina 6541 Derivatives, Futures, and Options**
- A-F only, 2 credit(s);
- **Instructor:** Ai, Hengjie
- **Description:** Student may contact the instructor or department for information.

**Fina 6621 International Financial Management**
- A-F only, 2 credit(s);
- **Instructor:** Singh, Raj

**Fina 6622 Financial Risk Management**
- A-F only, 2 credit(s);
- **Instructor:** Graveline, Jeremy J
- **Description:** This course provides an introduction to financial derivatives, their valuation, and their use by corporations, investment managers, and financial institutions to manage financial risk. The course makes extensive use of the no-arbitrage principal and the binomial model for options to develop a solid foundation for understanding the value and risks in derivatives markets.
Fina 6801 Finance Independent Study
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: STAFF
Description: Independent Study

Fina 8803 Theory of Capital Markets II: Continuous Time
2 credit(s);
Instructor: STAFF
Description: Continuous-time financial economics. Emphasizes mathematical/statistical tools. Ito processes, Girsanov's theorem, risk-neutral pricing. How to formulate/analyze continuous-time models.

Fina 8813 Corporate Finance II
2 credit(s);
Instructor: Winton, Andrew
Description: Student may contact the instructor or department for information.

Fina 8892 Independent Study in Finance
1-8 credit(s), max credits 16, 16 completions allowed;
Instructor: STAFF
Description: Problems or developments of special interest to the student.

Fina 8894 Directed Research in Finance
1-8 credit(s), max credits 16, 16 completions allowed;
Instructor: STAFF
Description: Individualized directed research on a project of interest to the student, approved and advised by faculty.

Financial Mathematics 127 Vincent Hall

FM 5002 Preparation for Financial Mathematics II
3 credit(s);
Instructor: Gray, Lawrence F
Description: Student may contact the instructor or department for information.

FM 5012 Mathematical Background for Finance II
4 credit(s);
Instructor: Bemis, Christopher Joseph
Description: Student may contact the instructor or department for information.

FM 5022 Mathematical Theory Applied to Finance II
4 credit(s);
Instructor: Tolmasky, Carlos
Description: Student may contact the instructor or department for information.

FM 5032 A Practitioner's Course in Finance II
4 credit(s);
Instructor: Jones, Philip Andrew
Description: Student may contact the instructor or department for information.

FM 5092 Computation, Algorithms, and Coding in Finance II
3 credit(s);
Instructor: Prouty, Christopher William
Description: Student may contact the instructor or department for information.

Finnish 320 Folwell Hall

Fin 1002 Beginning Finnish
5 credit(s); 1001 Credit will not be granted if credit has been received for: FIN 4002;
Instructor: Karvonen, Daniel
Description: FIN 1002/4002 is the second semester of Beginning Finnish, and continues where FIN 1001/4001 left off.
The textbook for the course is "Suomen mestari 2". Students will be exposed to both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4002 designator (see below) for 2 credits (and reduced tuition).

**Style:** 20% Lecture. Interactive exercises

**Grading:** 10% final exam, 21% reports/papers, 30% quizzes, 6% in-class presentation, 21% class participation, 12% other evaluation. oral interviews

**Exam Format:** Short answer, essay, matching

---

**Fin 1004 Intermediate Finnish**
- **5 credit(s);1003**
- Credit will not be granted if credit has been received for: FIN 4004;
- **Instructor:** Harmavaara,Hanna-Ilona
- **Description:** Student may contact the instructor or department for information.

---

**Fin 3012 Advanced Finnish**
- **3 credit(s);3011 or 4011**
- Credit will not be granted if credit has been received for: FIN 4012;
- **Instructor:** Karvonen,Daniel
- **Description:** This course is the second half of the third-year language sequence in Finnish, and is designed to deepen and hone students' skills in oral and written expression in Finnish. Advanced grammatical constructions which are characteristic of written Finnish will be covered via class handouts and authentic Finnish texts, such as short stories and newspaper articles, which will form the basis for classroom discussions. Students will write three essays, do three short take-home exams, and complete a final project on a topic of their choice.
- **Style:** 20% Lecture, 80% Discussion.
- **Grading:** 24% reports/papers, 6% special projects, 12% in-class presentation, 28% class participation, 30% other evaluation. three take-home quizzes
- **Exam Format:** short answer, essay

---

**Fin 4002 Beginning Finnish**
- **2 credit(s);1004 in another language or passing score on LPE or grad student**
- Credit will not be granted if credit has been received for: FIN 1002;
- **Instructor:** Karvonen,Daniel
- **Description:** FIN 1002/4002 is the second semester of Beginning Finnish, and continues where FIN 1001/4001 left off. The textbook for the course is "Suomen mestari 2". Students will be exposed to both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4002 designator (see below) for 2 credits (and reduced tuition).
- **Style:** 20% Lecture. Interactive exercises
- **Grading:** 10% final exam, 21% reports/papers, 30% quizzes, 6% in-class presentation, 21% class participation, 12% other evaluation. oral interviews
- **Exam Format:** Short answer, essay, matching

---

**Fin 4004 Intermediate Finnish**
- **2 credit(s);1004 in another language or passing score on LPE or grad student**
- Credit will not be granted if credit has been received for: FIN 1004;
- **Instructor:** Harmavaara,Hanna-Ilona
- **Description:** Student may contact the instructor or department for information.

---

**Fin 4012 Advanced Finnish**
- **2 credit(s);Grad student**
- Credit will not be granted if credit has been received for: FIN 3012;
- **Instructor:** Karvonen,Daniel
- **Description:** Student may contact the instructor or department for information.

---

**Fisheries and Wildlife 200 Hodson Hall**

**FW 2003 Introduction to Marine Biology**
- **3 credit(s);**
- **Instructor:** Sorensen,Peter William
- **Description:** Our planet is nearly three-quarters ocean in which the majority of world's organisms are found in a wide variety of fascinating and complex ecosystems. Understanding these systems is both interesting and critical to the survival
of our species. This course provides an introduction to the major themes of life in the oceans including the nature of the oceans and aquatic life, the diversity and ecology of the organisms found in them, and the effects of marine fishes, marine mammals, and pollution addressed in more detail. Text, reading and movies are employed. The overarching goal of the course is to make you a well-informed global citizen who could take advanced courses in marine biology. Students taking this course are qualified for a 2-credit marine field course in the Bahamas 'marine Biology and Shark Ecology'

Style: 70% Lecture, 15% Film/Video, 10% Discussion, 5% Guest Speakers.
Grading: 25% mid exam, 25% final exam, 20% reports/papers, 10% quizzes, 20% class participation.
Exam Format: multiple choice and short-answer

FW 3565 Fisheries and Wildlife Ecology and Management: Field Trip
A-F only, 2 credit(s);
Instructor: Rentz, Michael Stephen
Description: Student may contact the instructor or department for information.

FW 4101 Herpetology
4 credit(s);
Instructor: Kozak, Kenneth H.
Description: Student may contact the instructor or department for information.

FW 4102 Principles of Conservation Biology
3 credit(s); Meets CLE req of Environment
Instructor: Thompson, Sarah Jean
Description: Student may contact the instructor or department for information.

FW 4103 Principles of Wildlife Management
3 credit(s);
Instructor: Arnold, Todd W.
Description: Student may contact the instructor or department for information.

FW 4291 Independent Study: Fisheries
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: STAFF
Description: Individual field, library, and laboratory research in fisheries. Primarily for majors. Students work on special projects. Individual field, library, and lab research in fisheries biology.
Style: special projects and individual directed study
Grading: 100% reports/papers. 100% written reports/papers; may have occasional exceptions

FW 4391 Independent Study: Wildlife
1-5 credit(s), max credits 5, 1 completion allowed;
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.
Style: special projects and individual directed study; visitation to field sites if appropriate
Grading: 100% reports/papers.

FW 5051 Analysis of Populations
4 credit(s);
Instructor: Arnold, Todd W.
Description: This course covers the basics of experimental design and sampling techniques as they relate to fisheries and wildlife conservation. We examine methods for estimating population size, population change, and population vital rates (i.e., components of birth, death, immigration, and emigration rates). It is appropriate for seniors or graduate students in FWCB, EEB, Cons Bio, ESPM and others who have a basic understanding of ecology and statistics. The first hour of each class session will be lecture format and the remainder will involve discussion and/or hands-on problem solving using computer programs.
Style: 40% Lecture, 5% Student Presentation, 55% Demonstration.
Grading: 50% reports/papers, 13% quizzes, 37% written homework.

FW 5604W Fisheries Ecology and Management
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Newman, Raymond M
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.

**Style:** 85% Lecture, 15% Discussion.

**Grading:** 33% mid exam, 22% final exam, 28% reports/papers, 2% class participation, 15% problem solving.

**Exam Format:** Combination - short answer, true/false, analysis, essay

---

**FW 5625 Wildlife Handling and Immobilization for Research and Management**

S-N only, 2 credit(s);

**Instructor:** Smith, James L David

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

---

**FW 8200 Seminar**

S-N only, 1-4 credit(s), max credits 8, 4 completions allowed;

**Instructor:** Cohen, Yosef

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

---

**FW 8200 Seminar**

S-N only, 1-4 credit(s), max credits 8, 4 completions allowed;

**Instructor:** Simons, Andrew M.

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

---

**FW 8394 Research in Fisheries**

1-4 credit(s), max credits 4, 1 completion allowed;

**Instructor:** Nelson, Kristen

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

---

**FW 8394 Research in Fisheries**

1-4 credit(s), max credits 4, 1 completion allowed;

**Instructor:** Newman, Raymond M

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

---

**FW 8394 Research in Fisheries**

1-4 credit(s), max credits 4, 1 completion allowed;

**Instructor:** Perry, Jim A

**Description:** Directed, highly independent research. My current work for UNESCO focuses on natural World Heritage Sites and climate change. I ask what risk the Outstanding Universal Values (OUVs) of these Sites face from future climate conditions, and what adaptation choices society and/or Site managers have. I also lead a global training program for UNEP in Ecosystem Management. In that work, we train watershed managers to take an ecosystem approach, focusing on identifying and sustaining ecosystem services from watersheds. Directed study opportunities are rare, and are originated by the student.

---

**FW 8394 Research in Fisheries**

1-4 credit(s), max credits 4, 1 completion allowed;

**Instructor:** Cohen, Yosef

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

---

**FW 8394 Research in Fisheries**

1-4 credit(s), max credits 4, 1 completion allowed;

**Instructor:** Sorensen, Peter William

**Description:** Student may contact the instructor or department for information.
FW 8394 Research in Fisheries
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Simons, Andrew M.
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Cuthbert, Francesca J
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Mech, L David
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Cohen, Yosef
Description: Directed, highly independent research. My current work for UNESCO focuses on natural World Heritage Sites and climate change. I ask what risk the Outstanding Universal Values (OUVs) of these Sites face from future climate conditions, and what adaptation choices society and/or Site managers have. I also lead a global training program for UNEP in Ecosystem Management. In that work, we train watershed managers to take an ecosystem approach, focusing on identifying and sustaining ecosystem services from watersheds. Directed study opportunities are rare, and are originated by the student.
Instructor: Blair, Robert B  
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife  
1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Johnson, Douglas H  
Description: Student may contact the instructor or department for information.

FW 8494 Research in Wildlife  
1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Forester, James Derwin  
Description: Student may contact the instructor or department for information.

Food Science and Nutrition  
225 Food Science & Nutrition

FScN 1011 Science of Food and Cooking  
4 credit(s); Meets CLE req of Physical Sciences  
Instructor: Smith, David Eugene  
Description: This course examines physical and chemical changes occurring during common food preparation techniques. We will use actual food systems such as souffles, custards, sauces, coffee brewing, and candy making to examine the physics and chemistry of heat transfer, foams, gels, emulsions, extractions, and crystallization. Weekly laboratories will illustrate the impact of physical or chemical changes in a food system on the flavor, texture, and appearance of the food. You must come to the lab ready to carefully prepare a specific product that will be shared with others in your lab group. You must take responsibility for working with others in your group to examine all the products, make necessary measurements, and to collaboratively learn the physical science concepts illustrated. As part of a small team, you will design an experiment to test a hypothesis about the behavior of an added/substituted ingredient or a change in a procedure step on the flavor, texture, and appearance of a food they prepare. This course is designed for students majoring in non-science-based disciplines that want to explore the physical sciences through foods. Class Time: 75% Lecture, 25% Laboratory. Work Load: 10 pages reading per week, 50 pages writing per term, 4 exams, 10 papers, 1 presentations, 1 special projects. Papers, above will be group lab reports. The presentation and special project are also done as a group. Grade: 40% mid exam, 20% final exam, 30% reports/papers, 10% special projects. Reports are lab group reports as is the project. Exam Format: Multiple choice, fill in the blanks and short answer.  
Style: 75% Lecture, 25% Laboratory.  
Grading: 40% mid exam, 20% final exam, 30% reports/papers, 10% special projects.

FScN 1013 Dietary Supplements: scientific, regulatory, and cultural aspects  
3 credit(s); Meets CLE req of Civic Life and Ethics  
Instructor: Brady, Linda J  
Description: The course will cover: 1) Use of dietary supplements in the U.S.; how U.S. public demand drives industry and government. 2) The development and implementation of the law--Dietary Supplements Health and Education Act. 3) DSHEA and “safety testing,” and risk assessment: How much safety data is needed before marketing? 4) Ethics of marketing. 5) FTC responsibilities and the ethics of advertising. 6) Other cultures as sources of supplements; transference of use between cultures. 7) Issues and ethics of intellectual property rights of indigenous cultures. 8) Rational use of dietary supplements for health and sports performance; ethical decisions in use for athletic performance. 9) Use of supplements for weight loss. A UM Connect audio video orientation is provided to explain the syllabus and assignment submission and academic integrity; registered students will receive information on orientation about a week before classes start. For each weekly unit, an online UM Connect presentation of the week’s power point is also available to complement weekly readings. Students critically evaluate information on supplements and submit weekly homework and critical thinking questions online via the class website; these are graded online and returned. This course functions best for students who can manage their time effectively and are comfortable with a mix of factual questions and “thought” questions (critical thinking) that are more open ended and require students to move beyond the readings into higher level thinking. There is no textbook; readings are online.  
Style: 100% Web Based. totally web based  
Grading: 50% written homework, 50% reflection paper. homework and critical thinking (reflection) questions  
Exam Format: Homework and critical thinking are in multiple parts, with short answers of a paragraph or two for each part

FScN 1102 Food: Safety, Risks, and Technology  
OPT No Aud, 3 credit(s); Meets CLE req of Civic Life and Ethics  
Instructor: Labuza PhD, Ted Peter  
Description: 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. There are 8-10 in class questions, two written assignments (scenario writing) and two in class open book quizzes. Critical thinking skills and internet use. You will be made aware of the magnitude of the food safety issue and the use of public policy to manage inherent risk, as related to processing, distribution and preparation of food at home and in food service. We will cover methods used to control and maintain both safety and quality in the processing and distribution of foods.  

**Style:** 60% Lecture, 20% Discussion. video  
**Grading:** 33% reports/papers, 67% quizzes.  
**Exam Format:** Short essays, critical thinking, evaluation of issues

### FScN 1112 Principles of Nutrition

3 credit(s);  
**Instructor:** Brady, Linda J  
**Description:** This course is for all levels of students and will address: 1. essential nutrients needed from the diet; 2. major functions of nutrients and physiological changes with deficiency or excess; 3. digestion, absorption, and metabolism of nutrients; 4. eating programs; 5. scientific method and nutrition; 6. life cycle issues; 7. food safety issues. This class is totally online. Power points and UM Connect presentations (narrated powerpoints) for each chapter are posted on the class site. These contain the key points of the chapters and updated information from current events. Students will be evaluated by weekly online chapter quizzes, a diet analysis and questions about their diet analysis, and a final comprehensive exam covering the major themes of the course. Prerequisite is high school biology, but college biology and chemistry are helpful, since nutrition is a science that is based on biology, physiology, and biochemistry, as well as more social aspects. Students who learn well alone using text and who need the online flexibility will be best served by this class section. Students who learn best by hearing lectures or interacting with others should consider the other section of the class that meets in person.  
**Style:** 100% Web Based.  
**Grading:** 25% final exam, 50% quizzes, 25% other evaluation. Diet analysis and associated questions  
**Exam Format:** multiple choice

### FScN 1112 Principles of Nutrition

3 credit(s);  
**Instructor:** Arikawa, Andrea Yukie  
**Description:** When you are studying nutrition, you soon realize that there is always something new to learn. Scientists are constantly making new discoveries, and there are new advances in the field every day. What was true about nutrition ten years ago is not the case today. Keep in mind that oftentimes there is no single correct answer to a question about nutrition. This uncertainty allows you to decide the best course of action for a particular situation. Hopefully as you complete this course you will become confident in your ability to critically evaluate the plethora of nutrition information and make informed dietary choices for yourself, your family, and those may be working with professionally.  
**Grading:** 43% mid exam, 36% final exam, 14% special projects, 7% quizzes.

### FScN 2001 Healthy Foods, Healthy Lives: A Food System Approach to Cooking

3 credit(s);  
**Instructor:** Kurzer PhD, Mindy Susan  
**Description:** Lecture: Wed, 9:35-11:30 (Green Hall 110); Labs: Tues (3:30-6:30) OR Wed (3-6) McNeal Hall 126  
**Course Description:** This interdisciplinary course will provide students with the knowledge, critical thinking and technical skills necessary to make food choices based on nutritional, environmental, and local and global societal issues. Students will be challenged to consider their food choices as both influencing and being influenced by larger food system dynamics and to view these issues from multiple perspectives. Through lectures, classroom discussions, and a cooking laboratory, students will learn about the issues from the instructors and expert guest lecturers representing multiple disciplines such as plant, animal and environmental sciences, public health and nutrition, anthropology, geography and sociology, economics and public policy, as well as outside community members. The laboratory will provide students with an opportunity to apply this knowledge to their own food choices and build skills and confidence in food preparation. Assignments will include reading peer-reviewed articles on the topics to be discussed, writing, home meal preparation, as well as small group activities (dinner clubs, online blogs - umncooks.blogspot.com, documented field trips, etc). Through these assignments, students will learn to think critically about our food system and their own food choices, will learn basic cooking skills, and will create resources related to healthy food that will be useful themselves as well as to other university and community members. Students interested in working on food issues have the opportunity to connect with an area non-profit and earn service learning credits (http://www.servicelearning.umn.edu/info/). For more information about the class or to learn more about enrolling for graduate student independent study or service learning credits, please contact Kris Igo, kigo@umn.edu.

### FScN 2021 Introductory Microbiology
FScN 3301 Food Choices: Healing the Earth, Healing Ourselves
3 credit(s); Jr or sr or grad student
Credit will not be granted if credit has been received for: CSPH 3301
Instructor: Brady, Linda J
Description: Food production in our current industrial system feeds the world, but at a cost to the environment. In nutrition we often talk about a healthy diet, but only occasionally do we link our food and diet choices to agricultural practices and the health of the planet. This class will link the concepts of human health and planetary health in terms of food. There are no prerequisites to the class, but you should have been exposed to critical reading, writing, and thinking to make your journey through this class more fulfilling. Using the framework of complexity theory and gentle action, topics that we will cover include: human food/nutrition needs and food security, influences on our food choices and decisions, cultural and personal context of food choices, ways that food is produced-farm to fork, especially industrial monoculture, food choices and the earth's bio diversity, land use, water use and pollution, energy needs, climate change, alternatives-organic and sustainable, fair trade and economic policies and choices, global tradeoffs. Class is totally online, although several videos will be scheduled in the evening for easy student access (students could also view these by purchase or rental). This class works best for students who are self motivated and organized and who are comfortable reading, analyzing, and using data to backup their own opinions.
Style: 100% Web Based.
Grading: 50% written homework, 50% reflection paper. This class works best for students who can read, evaluate, integrate information, then use it to support their own views about the food system.

FScN 3615 Sociocultural Aspects of Food, Nutrition, and Health
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Smith, Chery
Description: Socio-cultural aspects of regional and cultural diversity in food preferences and food behavior, food habits, demographics, lifestyles, food consumption and expenditures. Effect of socio-economic status, religious beliefs, age, and cultural meaning of food on food choices. Students will understand factors that influence eating behavior, particularly how socio-economic status, religious beliefs, age and gender, and ethnicity contribute to it. Additionally, they will be able to discuss how societal values influence eating patterns and contribute to health issues. Lastly, students will be able to describe how social scientists study, describe, and interpret information on dietary patterns through observations and class readings and discussions.

FScN 4096 Professional Experience Program: Internship
A-F only, 1-4 credit(s), max credits 24, 6 completions allowed;
Instructor: Cannon, Sara Jane
Description: Student may contact the instructor or department for information.

FScN 4121 Food Microbiology
OPT No Aud, 3 credit(s);
Instructor: Diez-Gonzalez, Francisco
Description: This course is designed to study the most important microorganisms involved in food-borne disease, and food spoilage, as well as methods for their control and detection. Four major topics are covered: 1) basics of food microbiology 2) foodborne pathogens 3) microbial food spoilage and 4) control of microorganisms in food. Specific topics include: traditional, molecular and rapid methods of detection; applications of microbiology, factors that influence microbial growth; mechanisms and agents (physical, chemical, biological) for food preservation; and characteristics of pathogenic bacteria, molds, protozoa, viruses and prions that may be foodborne. In the laboratory the following subjects will be studied: 1) general microbiological techniques for the cultivation and quantification of food microorganisms, 2) quantification and detection of indicator and spoilage microorganisms, and 3) detection, isolation and identification of foodborne pathogens.
Style: 50% Lecture, 10% Discussion, 30% Laboratory, 5% Small Group Activities, 5% Guest Speakers.
**FScN 4291 Independent Study**
1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: STAFF  
*Description:* Independent Study is for one-to-one faculty student work agreed upon food science related topics. Prior registration approval is necessary and can be obtained by contacting Sue P. at 624-6753. Contracts are used to outline the proposed projects.

**FScN 4311 Chemical Reactions in Food Systems**  
2 credit(s);  
Instructor: Csallany,A Saari  
*Description:* Student may contact the instructor or department for information.

**FScN 4332 Food Processing Operations**  
A-F only, 3 credit(s);  
Instructor: Smith,David Eugene  
*Description:* This course is a continuation of topics in food processing. This semester, topics will include fluid flow, pumping, heat and mass transfer, thermal processing and case studies.  
*Style:* 50% Lecture, 50% Laboratory.  
*Grading:* 30% mid exam, 30% final exam, 10% quizzes, 30% laboratory evaluation.  
*Exam Format:* Problems and short answers

**FScN 4332 Food Processing Operations**
A-F only, 3 credit(s);  
Instructor: Reineccius,Gary A  
*Description:* This course is a continuation of topics in food processing. This semester, topics will include fluid flow, pumping, heat and mass transfer, thermal processing and case studies.  
*Style:* 50% Lecture, 50% Laboratory.  
*Grading:* 30% mid exam, 30% final exam, 10% quizzes, 30% laboratory evaluation.  
*Exam Format:* Problems and short answers

**FScN 4349 Food Science Capstone**  
A-F only, 2 credit(s);  
Instructor: Schoenfuss PhD,Tonya C  
*Description:* Student may contact the instructor or department for information.

**FScN 4613 Experimental Nutrition**  
2 credit(s);  
Instructor: Gallaher,Daniel David  
*Description:* This course provides a laboratory experience in chemical and biochemical methods of analysis of nutritional status. The majority of lab experiences will be conducted to determine the student's own nutritional status. Students develop an understanding of the usefulness of various biochemical parameters in ascertaining nutritional status, become familiar with a variety of laboratory equipment and procedures, develop an understanding of the theory of operation of a number of laboratory instruments, and learn the principles involved in a number of chemical and biochemical procedures. There is one lecture and one laboratory period per week. The course is intended primarily for upper division dietetics and nutrition science majors and beginning nutrition graduate students, although it is appropriate for any student wishing to take a biochemistry-oriented laboratory course. Students must have taken courses in biochemistry and physiology. A course in statistics is highly recommended.  
*Style:* 22% Lecture, 3% Film/Video, 70% Laboratory, 5% Web Based.  
*Grading:* 20% mid exam, 30% final exam, 40% reports/papers, 10% quizzes. Final exam is cumulative. Quizzes are web-based quizzes on laboratory preparation material before each laboratory.  
*Exam Format:* Multiple choice.

**FScN 4614 Community Nutrition**  
A-F only, 3 credit(s);Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences  
Instructor: Smith,Chery  
*Description:* Community-based nutrition issues will be explored, including nutrition risks associated with different age, sex, ethnic, and socioeconomic groups; community needs assessment; program planning and evaluation; and programs developed to address the needs and interests for people at different stages of the life cycle, ethnic or cultural backgrounds, and literacy levels. Students will be able to describe the purpose and principles of community nutrition, the role of the
nutritionists, and methods employed to gather information on the nutritional status of the multiethnic American population. They will be able to describe how race, culture and socioeconomic status influence the nutritional risk factors associated with chronic illness and selected conditions (i.e. pregnancy, low birthweight infants, aging). Students will be able to conduct a community needs assessment, identify and prioritize problems, and develop a culturally-appropriate nutrition program plan for people living in their community. Lastly, students will be able to characterize the major government-sponsored food and nutrition programs and will be able to refer members of the community to the appropriate program for services required.

FScN 4622 Nutritional Toxicology, the basic science of diet-related toxicants
A-F only, 3 credit(s); BIOC 3021; designed for students majoring in [nutrition or food science or toxicology] Credit will not be granted if credit has been received for: NUTR 5627;
Instructor: Chen, Chi
Description: The goal of this course is to provide the students an intellectual platform to comprehend the potential adverse effects of foreign compounds to the biological system. This course comprises two parts. Part 1 will cover the basic knowledge of toxicology, such as toxicokinetics; enzymes and pathways responsible for the adsorption, distribution, metabolism and excretion (ADME) of xenobiotics; oxidative stress and genetic polymorphism in the toxicological events; organ toxicity. Part 2 will focus on primary research by studying specific toxic (or detoxification) events associated with food intake and environmental exposure as well as in vivo and in vitro techniques used in toxicological research.
Style: 100% Lecture.
Grading: 32% mid exam, 28% final exam, 32% reports/papers, 8% attendance.

FScN 4666 Medical Nutrition Therapy II
A-F only, 3 credit(s);
Instructor: Earthman, Carrie P
Description: Student may contact the instructor or department for information.

FScN 4732 Food and Nutrition Management
A-F only, 3 credit(s);
Instructor: Marquart, Len
Description: Student may contact the instructor or department for information.

FScN 5521 Flavor Technology
2 credit(s);
Instructor: Peterson, Devin Grant
Description: Student may contact the instructor or department for information.

FScN 5601 Management of Eating Disorders
3 credit(s);
Instructor: Croll, Jillian Kathleen
Description: This course is open to undergraduate and graduate students in nutrition, psychology, medical, nursing, public health, and other related disciplines or by permission of instructor. The purpose of this course is to provide the student with an understanding of etiology, occurrence, course, treatment, and prevention of eating disorders from a multidisciplinary perspective. In addition, this course will examine the roles and responsibilities of eating disorder treatment team members of varying types across a variety of treatment milieus. The instructor will provide a framework for the course material, and invite regular participation by students. A number of eating disorder professionals from the community will come into the class and speak about how they are involved in eating disorder treatment. Many of these are interactive presentations. Students have the chance to explore the use of yoga, art therapy, music therapy, and other therapeutic interventions commonly used in the treatment of eating disorders. The course format will include lecture, discussion, and case studies incorporating readings and other information. The course projects mimic typical work in an eating disorder treatment setting, giving students an idea of day to day work that clinicians complete in the course of working with individuals with eating disorders.
Style: 35% Lecture, 40% Discussion, 25% Guest Speakers.
Grading: 20% mid exam, 20% final exam, 30% reports/papers, 20% special projects, 10% in-class presentation.

FScN 8310 General Seminar
S-N only, 1 credit(s), max credits 2;
Instructor: Peterson, Devin Grant
Description: Student may contact the instructor or department for information.

FScN 8318 Current Issues in Food Science
A-F only, 2 credit(s), max credits 4;
Instructor: Labuza PhD, Ted Peter
FScN 8330 Research Topics
1 credit(s), max credits 6, 6 completions allowed;
Instructor: Cannon, Sara Jane
Description: Student may contact the instructor or department for information.

FScN 8331 Food Proteins
2 credit(s);
Instructor: Ismail, Baraem
Description: The course covers basic protein chemistry with emphasis on structure/function relationship in food systems. Specifically, the course covers: basic protein composition and structure; inter- and intra- molecular interactions; protein isolation, identification and analysis; physicochemical characteristics and functional properties of various food proteins (i.e. milk, egg, meat, cereal, and legume/oilseeds); effect of processing and storage on the chemical, functional and nutritional quality of proteins; protein modifications; and enzyme kinetics. In this course the students will learn about the role of proteins in food through understanding the relationship between chemical structure and function under various processes and applications. Students will also learn about the different techniques utilized to modify the functional, nutritional and health benefits of food proteins, through chemical and enzymatic modifications as well as through biotechnology.

Forest Resources 115 Green Hall

FR 3131 Geographical Information Systems (GIS) for Natural Resources
A-F only, 4 credit(s); Soph or jr or sr or UHP frCredit will not be granted if credit has been received for: FR 5131; Meets CLE req of Technology and Society
Instructor: Jenks, Andrew Carl
Description: FR 3131 is an introduction to Geographical Information Systems, focusing on spatial data development and analysis in the science and management of natural resources. Topics covered include basic data structures, data sources, data collection, data quality, geodesy and map projections, spatial and tabular data analyses, digital elevation data and terrain analyses, cartographic modeling, and cartographic layout. Laboratory exercises provide practical experiences that complement the theory covered in lecture.
Style: 50% Lecture, 50% Laboratory.
Grading: 15% mid exam, 15% final exam, 55% laboratory evaluation, 15% other evaluation. Third Test
Exam Format: short answer; multiple choice

FR 3203 Forest Fire and Disturbance Ecology
A-F only, 3 credit(s); [3104 or equiv], course feeCredit will not be granted if credit has been received for: FR 5203;
Instructor: Frelich, Lee E
Description: The ecology, history, management, and control of fire, wind, insect infestation, deer browsing, and other disturbances in forests, including disturbance regimes of boreal, northern hardwood, and other major forest types of North America. The influence of disturbance on wildlife habitat, urban/wildland interfaces, forest management, and stand/landscape dynamics. One-day field trip. Offered every spring.
Style: 60% Lecture, 20% Discussion. Small group exercises
Grading: 40% mid exam, 20% final exam, 20% problem solving, 10% other evaluation.
Exam Format: Short answer, essay, solve problems

FR 3218 Measuring and Modeling Forests
A-F only, 3 credit(s); [ESPM 3012 or STAT 3011], MATH 1151Credit will not be granted if credit has been received for: FR 5218;
Instructor: Burk, Thomas Edward
Description: General sampling design and survey techniques to assess current resource conditions. Application of metrics/sampling methods to forest vegetation. Calculation of tree/stand volume. Selection of modeling approaches. Case studies of modeling to project future growth. Landscape processes, characterization, modeling. Offered every Spring.
Style: 80% Lecture, 20% Small Group Activities.
Grading: 71% mid exam, 24% written homework, 5% class participation. 4 "mid exam"s

FR 3262 Remote Sensing of Natural Resources and Environment
3 credit(s); Credit will not be granted if credit has been received for: FR 5262;
Instructor: Bauer, Marvin E
Description: The course is designed to provide students with a working knowledge of the principles and applications of remote sensing. It provides a survey of the concepts and techniques of remote sensing and image analysis for mapping and monitoring natural resources, environment and land use. Both photographic and digital sensing approaches are
considered. The laboratory provides hands-on experience in interpretation of aerial photographs and an introduction to
digital image analysis techniques, along with a practical / team project using remote sensing.

Style: 60% Lecture, 40% Laboratory.

FR 3411 Managing Forest Ecosystems: Silviculture
3 credit(s);[3104, non FR [major or minor]] or [3104, concurrent enrollment in 5413, FR [major or minor]] or instr consents
Credit will not be granted if credit has been received for: FR 5411;
Instructor: D'Amato, Anthony William
Description: Management of forest ecosystems for sustaining ecological integrity, soil productivity, water quality, wildlife
habitat, biological diversity, commodity production in landscape context. Silvics, forest dynamics, disturbances,
regeneration, restoration, silvicultural systems. Ramifications of management choices. Weekend field trip.

FR 3431 Timber Harvesting and Road Planning
2 credit(s); 3411 or instr consent
Credit will not be granted if credit has been received for: FR 5431;
Instructor: Blinn, Charlie
Description: This course provides an introduction to timber harvesting and road planning. The course begins by reviewing
timber harvesting equipment. With that background, we visit several active timber harvesting operations during a one-day
field trip. We then explore some basic concepts about logging costs and productivity before discussing road and timber
sale planning. This course is primarily intended for upper division students in the Forest Ecosystem Management and
Conservation specialization within the Forest Resources curriculum. Course information is also pertinent to anyone
interested in timber harvesting, soils, conservation of natural resources, and road or trail building. Introduction to forest
operations. Terminology, basic engineering, equipment and harvesting system options, productivity/costs. Relationship to
forest management and silviculture. Road planning, forest management guidelines, approaches for mitigating potential
impacts to soil/water resources. Environmental implications of method/equipment choices. Selling timber. Sale design,
layout, and administration. Two all-day field trips.
Style: 55% Lecture, 5% Film/Video, 5% Discussion, 5% Small Group Activities, 15% Student Presentation, 10% Field
Trips, 5% Guest Speakers.
Grading: 24% mid exam, 18% final exam, 10% reports/papers, 10% special projects, 33% written homework, 5% in-class
presentation.
Exam Format: All three exams are a mixture of True/False, short answer, matching, and fill-in-the-blank questions.

FR 3471 Forest Planning and Management
A-F only, 3 credit(s); Intro silviculture or concurrent registration in silviculture or instr consent
Credit will not be granted if credit has been received for: FR 5471;
Instructor: STAFF
Description: Processes and techniques for scheduling forest management activities. Goals and objectives of landowners,
industry, government, and society. Key issues in forest management and policies/regulations that influence management.
Decision analysis: predicting forest outcomes, financial analysis, forest regulation, mathematical models, linear
programming, tactical forest management, and economic analysis. Consideration of landscape-level management, desired
future conditions, historical range of variability, wildlife management, carbon sequestration, resource monitoring,
certification, and adaptive management. Offered every spring.

FR 3501 Arboriculture: Selection and Maintenance of Trees
3 credit(s);
Instructor: Johnson, Gary
Description: This course is designed for the undergraduate student in urban forestry, forestry, horticulture or landscape
architecture who desires more technical information on the selection, siting, and care of individual trees in the landscape.
Topics include: species selection, planting and transplanting, pruning, plant health care management, diagnosis of
problems, risk management, and remedial treatments. The textbook is the 4th edition of Arboriculture: Integrated
Management of Landscape Trees, Shrubs, and Vines. Other assigned readings from journals and texts reserved in the
Forestry library, as well as electronically forwarded articles. Classes are discussion/demonstration lectures with
professionals as occasional lecturers. Exams are short-answer and problem solving in nature. Quizzes are brief and based
on reading assignments. Lab exercises are pragmatic and problem-solving.
Style: 60% Lecture, 10% Discussion, 20% Demonstration, 10% Guest Speakers. Demonstration
Grading: 10% mid exam, 10% final exam, 15% reports/papers, 35% quizzes, 20% written homework, 10% additional
semester exams. 3rd exam
Exam Format: Short-answer, problem solving

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Ek, Alan Ryan
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of
accomplishments.
FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Hoganson, Howard M
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Nelson, Kristen
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Burk, Thomas Edward
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Kilgore, Mike
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Blinn, Charlie
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Current, Dean Alan
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Schneider, Ingrid Eleanore
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Reich, Peter Bernard
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Bauer, Marvin E
Description: Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

FR 4293 Directed Study
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Johnson, Gary
Description: The directed studies option is designed for undergraduates that desire to work on a designed study or project on a topic of personal interest and professional development. The study or projects is developed in consultation with faculty
member, mentored by the faculty member and is fully defined in a contract between the student and the instructor. The contract must include an initial proposal, a reports of accomplishments and summation and a completion of all outlined tasks in the drawn contract.

**FR 4293 Directed Study**
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Frelich, Lee E  
**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Carlson PhD, Stephan Paul  
**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Bolstad, Paul V  
**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: David, Andrew J  
**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: D'Amato, Anthony William  
**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Davenport, Mae Allen  
**Description:** Student may contact the instructor or department for information.

**FR 4293 Directed Study**
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Stafford, Susan G  
**Description:** Student may contact the instructor or department for information.

**FR 4293 Directed Study**
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Montgomery, Rebecca Anne  
**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**
1-5 credit(s), max credits 15, 3 completions allowed;
Instructor: Knight, Joe  
**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4501 Urban Forest Management: Managing Greenspaces for People**
3 credit(s); [Ent 1101, 3501, Ent 4251, PIPa 3003, [UF major or minor]] or instr consent  
Credit will not be granted if credit has been received for: FR 5501;  
Instructor: Johnson, Gary
This course is designed for upper level undergraduate and graduate students in urban forestry, forestry, natural resources, landscape architecture, landscape design and planning curriculii. This is a management course with less emphasis on tree care than FR 3501. Topics of study include: risk assessment and management; inventorying and developing maintenance programs; legal perspectives of urban forest management; urban user preferences; minimizing green and gray infrastructure conflicts; protecting the resources during development and urban expansion; storm preparedness and response.

**Style:** 40% Lecture, 20% Discussion, 5% Student Presentation, 15% Demonstration, 20% Guest Speakers.

**Grading:** 15% mid exam, 15% final exam, 30% reports/papers, 30% quizzes, 10% in-class presentation.

---

**FR 5203 Forest Fire and Disturbance Ecology**

A-F only, 3 credit(s); Grad student or instr consent

Credit will not be granted if credit has been received for: FR 3203;

**Instructor:** Frelich, Lee E

**Description:** The ecology, history, management, and control of fire, wind, insect infestation, deer browsing, and other disturbances in forests, including disturbance regimes of boreal, northern hardwood, and other major forest types of North America. The influence of disturbance on wildlife habitat, urban/wildland interfaces, forest management, and stand/landscape dynamics. One-day field trip. Offered every spring.

**Style:** 60% Lecture, 20% Discussion. Small group exercises

**Grading:** 40% mid exam, 20% final exam, 20% problem solving, 10% other evaluation.

**Exam Format:** Short answer, essay, solve problems

---

**FR 5218 Measuring and Modeling Forests**

A-F only, 3 credit(s); Grad student or instr consent

Credit will not be granted if credit has been received for: FR 3218;

**Instructor:** Burk, Thomas Edward

**Description:** General sampling design and survey techniques to assess current resource conditions. Application of metrics/sampling methods to forest vegetation. Calculation of tree/stand volume. Selection of modeling approaches. Case studies of modeling to project future growth. Landscape processes, characterization, modeling. Offered every Spring.

**Style:** 80% Lecture, 20% Small Group Activities.

**Grading:** 71% mid exam, 24% written homework, 5% class participation. 4 "mid exam"s

---

**FR 5262 Remote Sensing of Natural Resources and Environment**

3 credit(s);

Credit will not be granted if credit has been received for: FR 3262;

**Instructor:** Bauer, Marvin E

**Description:** The course is designed to provide students with a working knowledge of the principles and applications of remote sensing. It provides a survey of the concepts and techniques of remote sensing and image analysis for mapping and monitoring natural resources, environment and land use. Both photographic and digital sensing approaches are considered. The laboratory provides hands-on experience in interpretation of aerial photographs and an introduction to digital image analysis techniques, along with a practical / team project using remote sensing.

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

---

**FR 5411 Managing Forest Ecosystems: Silviculture**

3 credit(s); Grad student or instr consent

Credit will not be granted if credit has been received for: FR 3411;

**Instructor:** D'Amato, Anthony William

**Description:** Management of forest ecosystems for sustaining ecological integrity, soil productivity, water quality, wildlife habitat, biological diversity, commodity production in landscape context. Silvics, forest dynamics, disturbances, regeneration, restoration, silvicultural systems. Ramifications of management choices. Weekend field trip.

---

**FR 5412 Digital Remote Sensing**

3 credit(s);

**Instructor:** Bauer, Marvin E

**Description:** Digital Remote Sensing provides graduate and advanced undergraduate students with a working knowledge of biophysical-quantitative remote sensing. The theoretical basis and practical aspects of digital remote sensing are addressed, including energy-matter interactions, radiation measurements and sensors, and digital image processing and analysis. Lectures and reading assignments will be supplemented by problems and projects providing experience in working with digital remote sensing imagery, models and image processing.

**Style:** 80% Lecture, 10% Discussion, 5% Student Presentation, 5% Demonstration.

**Grading:** 30% mid exam, 20% final exam, 30% special projects, 10% in-class presentation, 10% problem solving.

**Exam Format:** Essay

---

**FR 5413 Managing Forest Ecosystems: Silviculture Lab**

1 credit(s);
Instructor: D'Amato, Anthony William
Description: Development of silvicultural prescriptions to achieve various landowner objectives. Timber cruise, growth/yield simulations, stand density management diagrams, thinning schedules, use of forest vegetation simulator. Two Saturday field trips, computer labs, lectures.

FR 5431 Timber Harvesting and Road Planning
2 credit(s); Grad student or instr consent
Credit will not be granted if credit has been received for: FR 3431;
Instructor: Blinn, Charlie
Description: This course provides an introduction to timber harvesting and road planning. The course begins by reviewing timber harvesting equipment. With that background, we visit several active timber harvesting operations during a one-day field trip. We then explore some basic concepts about logging costs and productivity before discussing road and timber sale planning. This course is primarily intended for upper division students in the Forest Ecosystem Management and Conservation specialization within the Forest Resources curriculum. Course information is also pertinent to anyone interested in timber harvesting, soils, conservation of natural resources, and road or trail building. Introduction to forest operations. Terminology, basic engineering, equipment and harvesting system options, productivity/costs. Relationship to forest management and silviculture. Road planning, forest management guidelines, approaches for mitigating potential impacts to soil/water resources. Environmental implications of method/equipment choices. Selling timber. Sale design, layout, and administration. Two all-day field trips.
Style: 55% Lecture, 5% Film/Video, 5% Discussion, 5% Small Group Activities, 15% Student Presentation, 10% Field Trips, 5% Guest Speakers.
Grading: 24% mid exam, 18% final exam, 10% reports/papers, 10% special projects, 33% written homework, 5% in-class presentation.
Exam Format: All three exams are a mixture of True/False, short answer, matching, and fill-in-the-blank questions.

FR 5471 Forest Planning and Management
A-F only, 3 credit(s); Grad student or instr consent
Credit will not be granted if credit has been received for: FR 3471;
Instructor: STAFF

FR 5501 Urban Forest Management: Managing Greenspaces for People
3 credit(s); Grad student or instr consent
Credit will not be granted if credit has been received for: FR 4501;
Instructor: Johnson, Gary
Description: This course is designed for upper level undergraduate and graduate students in urban forestry, forestry, natural resources, landscape architecture, landscape design and planning curricul. This is a management course with less emphasis on tree care than FR 3501. Topics of study include: risk assessment and management; inventorying and developing maintenance programs; legal perspectives of urban forest management; urban user preferences; minimizing green and gray infrastructure conflicts; protecting the resources during development and urban expansion; storm preparedness and response.
Style: 40% Lecture, 20% Discussion, 5% Student Presentation, 15% Demonstration, 20% Guest Speakers.
Grading: 15% mid exam, 15% final exam, 30% reports/papers, 30% quizzes, 10% in-class presentation.

FR 8101 Research Problems: Physiological Ecology
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Montgomery, Rebecca Anne
Description: Student may contact the instructor or department for information.

FR 8102 Research Problems: Forest-Tree Genetics
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: David, Andrew J
Description: Student may contact the instructor or department for information.

FR 8103 Research Problems: Forest Hydrology
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Eckman, Karlyn
Description: Student may contact the instructor or department for information.

FR 8103 Research Problems: Forest Hydrology
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Karwan, Diana Louise
Description: Student may contact the instructor or department for information.
FR 8104 Research Problems: Forest Ecology
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Frelich, Lee E
Description: Student may contact the instructor or department for information.

FR 8104 Research Problems: Forest Ecology
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Montgomery, Rebecca Anne
Description: Student may contact the instructor or department for information.

FR 8105 Research Problems: Silviculture
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: D'Amato, Anthony William
Description: Student may contact the instructor or department for information.

FR 8106 Research Problems: Urban Forestry--Biology and Management
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Johnson, Gary
Description: The 8106 option is designed for graduate students that are working on a designed research project that is the basis of their graduate thesis. The study or projects is developed in consultation with faculty member, mentored by the faculty member and is fully defined in the student's proposed graduate statement. The study must include an initial proposal, a reports of accomplishments and summation and a completion of all outlined tasks in the drawn contract.

FR 8107 Seminar: Forest Resources
1 credit(s);
Instructor: Thompson, Jerrilyn LaVarre
Description: Student may contact the instructor or department for information.

FR 8201 Research Problems: Forest Economics
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Hoganson, Howard M
Description: Student may contact the instructor or department for information.

FR 8201 Research Problems: Forest Economics
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Kilgore, Mike
Description: Student may contact the instructor or department for information.

FR 8202 Research Problems: Forest Biometry and Measurements
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Ek, Alan Ryan
Description: Student may contact the instructor or department for information.

FR 8202 Research Problems: Forest Biometry and Measurements
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Burk, Thomas Edward
Description: Student may contact the instructor or department for information.

FR 8203 Research Problems: Forest Recreation
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Bengston, David
Description: Student may contact the instructor or department for information.

FR 8203 Research Problems: Forest Recreation
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Schneider, Ingrid Eleanore
Description: Student may contact the instructor or department for information.

FR 8203 Research Problems: Forest Recreation
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Davenport, Mae Allen
Description: Student may contact the instructor or department for information.

FR 8204 Research Problems: Forest Policy
1-5 credit(s), max credits 10, 4 completions allowed;
Instructor: Nelson, Kristen
Description: Student may contact the instructor or department for information.

FR 8204 Research Problems: Forest Policy
1-5 credit(s), max credits 10, 4 completions allowed;
Instructor: Kilgore, Mike
Description: Student may contact the instructor or department for information.

FR 8204 Research Problems: Forest Policy
1-5 credit(s), max credits 10, 4 completions allowed;
Instructor: Current, Dean Alan
Description: Student may contact the instructor or department for information.

FR 8205 Research Problems: Spatial Data Analysis
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Bauer, Marvin E
Description: Student may contact the instructor or department for information.

FR 8205 Research Problems: Spatial Data Analysis
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Bolstad, Paul V
Description: Student may contact the instructor or department for information.

FR 8205 Research Problems: Spatial Data Analysis
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Knight, Joe
Description: Student may contact the instructor or department for information.

FR 8206 Research Problems: Forest Management
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Hoganson, Howard M
Description: Student may contact the instructor or department for information.

FR 8206 Research Problems: Forest Management
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Blinn, Charlie
Description: Student may contact the instructor or department for information.

FR 8207 Economic Analysis of Natural Resource Projects
A-F only, 2 credit(s);
Instructor: Kilgore, Mike
Description: Student may contact the instructor or department for information.

FR 8208 Research Problems: Environmental Learning and Leadership
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Eckman, Karlyn
Description: Student may contact the instructor or department for information.

FR 8208 Research Problems: Environmental Learning and Leadership
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Current, Dean Alan
Description: Student may contact the instructor or department for information.
FR 8208 Research Problems: Environmental Learning and Leadership
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Carlson PhD, Stephan Paul
Description: Student may contact the instructor or department for information.

French 314 Folwell Hall

Fren 100 Reading French in the Arts and Sciences
S-N only, 0 credit(s);
Instructor: Kamel, Amy Fawkia
Description: Student may contact the instructor or department for information.

Fren 1001 Beginning French
5 credit(s);
Instructor: STAFF
Description: This course is intended for students with NO previous study of French, or students who have not studied French in recent years (gap of 3 years or more). If you have more than two years of high school French completed within the last year or two, you should register for Fren 1022 which provides students with an accelerated review of Fren 1001 material followed by material covered in Fren 1002. For further information on placement, see your advisor or contact the Department of French and Italian. Fren 1001 is a theme-based course. Students develop their communication skills in French in different areas: speaking, writing, listening and reading. In addition to linguistic skills, students develop a better understanding of diverse aspects of French-speaking cultures. Themes addressed in the course include: student life, family, recreation, life in Francophone cities, housing, Francophone heritage in Northern America and Canada. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from "Premiere Etape" through Ch. 5. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.
Style: Combination of whole-class and small-group activities
Grading: 10% mid exam, 15% final exam, 12% reports/papers, 8% special projects, 10% quizzes, 25% other evaluation.
Exam Format: All exams evaluate listening, vocabulary, grammar, writing, reading and culture.

Fren 1002 Beginning French
5 credit(s);
Instructor: Estrem, Mary Elaine
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of student group. (Assignments may be submitted via e-mail.) Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course, based on the video series French in Action, you will go to the center of the French-speaking world--Paris--where you will learn French by participating in a story about a young French woman, Mireille Belleau, and a young American man, Robert Taylor, who develop an interest in each other. As their story unfolds, you will learn language for common social situations, such as ordering food and drink; making purchases; talking about one's interests and one's dreams; talking about one's studies; extending, accepting, and refusing invitations; and behaving politely at the dinner table. You will learn to use past tenses, and you will see some of the famous sites in Paris. The language you learn in French 1001 will allow you to function in some social situations and begin your understanding of French grammar.
Style: This is a printed correspondence section.
Grading: See attached syllabus
Exam Format: Supervised, in-person exams.

Fren 1002 Beginning French
5 credit(s); 1001 or equiv Credit will not be granted if credit has been received for: FREN 4022;
Instructor: STAFF
Description: Fren 1002 is intended for students who have completed Fren 1001 or the equivalent. In this course students build on the interpersonal, interpretive and presentational skills developed in first-semester French and on their knowledge and understanding of Francophone practices and products. Culture is taught through multimedia and cultural readings. Fren 1002 is a theme-based course. Themes addressed in this course include: Francophone youth, food, geography, the environment, travel, education and employment. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from Ch. 6 through Ch. 10. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.
Style: Class Time: Mostly discussion and student involvement in pair/group activities.
Description:

Grading: Mostly discussion and student involvement in pair/group activities

Exam Format: All exams evaluate listening, vocabulary, grammar, writing, reading and culture. Oral skills are assessed in pair discussions.

Fren 1002 Beginning French

Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. (Assignments may be submitted via e-mail.) Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course, based on the video series French in Action, you will go to the center of the French-speaking world - Paris - where you will learn French by participating in a story about a young French woman, Mireille Belleau, and a young American man, Robert Taylor, who develop an interest in each other. As their story unfolds, you will learn language for common social situations, such as ordering food and drink; making purchases; talking about one's interests and one's dreams; talking about one's studies; extending, accepting, and refusing invitations; and behaving politely at the dinner table. You will learn to use past tenses, and you will see some more of the famous sites in Paris. The language you learn in French 1002 will allow you to function in a greater range of social situations and extend your understanding of French grammar.

Style: This is a printed correspondence section.

Grading: See attached syllabus

Exam Format: Supervised, in-person (not online) exams

Fren 1003 Intermediate French

Description: Prereq: 1002 or 1022 or Entrance Proficiency Test Description: This course is designed for students who have completed Fren 1002 or 1022 with a C- or better or who have successfully passed the EPT (Entrance Proficiency Test) for this level. In this course students build on the interpersonal, interpretive and presentational skills developed in beginning French and on their knowledge and understanding of Francophone practices and products. Culture is taught through multimedia and cultural readings. Fren 1003 is a theme-based course. Themes addressed in this course include: French media and cinema, the French resistance, wellness and health, current French family, societal and global issues. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from Ch. 11 through Ch. 14. They will also work with the film 'Le Chemin du Retour' available on the course site: the story of a young French journalist and her pursuit of the truth about her grandfather's past. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

Style: Mostly discussion and student involvement in pair/group activities

Grading: Grade: 15%: final exam, 20%: reports/papers, 6%: chapter quizzes, 7%: class participation, 32%: other evaluation: written exams (22.5%), writing assignments on movie, on-line writing assignments (9.5%), 15%: oral exams, 5%: workbook exercises.

Exam Format: Exam Format: Exams assess a student's listening, reading, speaking and writing proficiency and cultural knowledge and understanding. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

Fren 1004 Intermediate French

Description: This course is for those who have successfully passed Fren 1003 with a C- or better or have passed all sections of the EPT (Entrance Proficiency Test) for this level. This course continues the building of speaking, writing, listening and reading skills acquired during the first three semesters of French while expanding cultural awareness, knowledge and understanding of Francophone cultures. Emphasis is placed on reading, writing and culture. The theme of this course is that of cultural identity, addressed via discussion of food, family, education, work, nationality and diversity. A custom edition of "Ouvertures" (based on the 4th ed.) includes contemporary and literary texts. In this text students will learn material from Chapters 1 through 8, with emphasis on chapters 1, 2, 3, 6 and 7. A supplemental course pack includes activities to accompany video clips, as well as supplemental grammar activities. Writing skills will be developed through process-writing essays. Several class sessions will allow students to work with audio-visual resources (mainly film clips) to develop their listening skills; the clips will also serve as a basis for cultural discussions. Email exchanges with native French speakers learning English will further enhance cultural knowledge. During enrollment in 1004 students who choose to, will have the opportunity to complete the Language Proficiency Exam (LPE) and earn a text line on their transcript endorsing their proficiency in French.

Style: Mostly discussion and student involvement in pair/group activities.

Grading: 15% final exam, 20% reports/papers, 5% quizzes. 10% email exchanges and other assignments; 30% written
**Fren 1022 Accelerated Beginning French**

5 credit(s);
Instructor: STAFF

**Description:** Prereq: 2 or more yrs high school French This beginning French course for false beginners is intended for students who have previously studied French in high school or at a community college, or who are transfer students, while Fren 1001 is a course for students with no previous French studies. The Fren 1022 course begins with a review of Fren 1001 materials (Ch. preliminaire through Ch. 5 in "Deux Mondes" 6th ed.), followed by materials introduced in Fren 1002 (Ch. 6 through Ch. 10). In other words, the course allows students to learn first-year materials in one semester. Upon entering Fren 1022 students should be familiar with basic vocabulary related to daily life and daily survival situations, present and past tenses (please note: "passe compose" will be reviewed and "imparfait" will be introduced). Fren 1022 is a theme-based course. Themes addressed in this course include: student life, family, recreation, housing, Francophone heritage in North-America, Francophone youth, food, geography, the environment, travel, education and employment. Students develop knowledge and understanding of Francophone practices and products through multimedia and cultural readings. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. Since the majority of class is devoted to communication class attendance is fundamental.

**Style:** Mostly discussion and student involvement in pair/group activities

**Grading:**
- 36% written exams
- 15% oral exams
- 13% final exam
- 12% reports/papers
- 10% special projects
- 7% quizzes
- 7% workbook exercises

**Exam Format:** All exams evaluate listening, vocabulary, grammar, writing, reading and culture. Oral skills are assessed in pair discussions.

---

**Fren 3014 French Phonetics**

2 credit(s);
Instructor: Treece PhD,Rick

**Description:** This course will focus on both the theoretical and practical aspects of French pronunciation, with a strong emphasis on improving pronunciation. In the theoretical portion of the course, the major aspects of French pronunciation will be examined, with particular attention given to areas of contrast between French and English pronunciation. Students will learn to use symbols from the International Phonetic Alphabet in order to do phonetic transcription, i.e. representing French sounds with phonetic symbols. Another important theoretical component is learning the rules governing the correspondence between written letters and their pronunciation. In the practical portion of the course, students will be given extensive pronunciation practice so that they may identify and eliminate errors in their own pronunciation. NOTE: This is NOT a course in French conversation. This course is designed for non-native speakers of French and is a required course for French majors who declared the major prior to Fall 2010 (who may, if they have excellent pronunciation skills, attempt to gain exemption from this requirement by passing a practical pronunciation test).

**Style:** 10% Lecture, 10% Discussion, 80% Laboratory.

**Grading:**
- 10% final exam
- 5% reports/papers
- 20% quizzes
- 10% class participation
- 10% laboratory evaluation
- 45% other evaluation
- 8 audio recordings

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

---

**Fren 3015 Advanced French Grammar and Communication**

3 credit(s);
Instructor: STAFF

**Description:** Fren 3015 is the first in a two-course sequence (with 3016) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In 3015, students will develop skills in a variety of writing forms (e.g. portrait, description, narration) while exploring selected cultural themes through written texts and film. Course requirements include exams as well as regular writing assignments, which usually involve one rewriting. In order to enroll in 3015, it is highly recommended that students have completed Fren 1004 with a minimum grade of B; transfer students should take the Language Proficiency Exam and receive a High Pass. For information on the LPE, see [a href="http://langtest.umn.edu/imdatesGPT.html">http://langtest.umn.edu/imdatesGPT.html</a>

**Style:** Language instruction

**Exam Format:** Grammar exercises, essays

---

**Fren 3016 Advanced French Composition and Communication**

3 credit(s);
Instructor: STAFF

**Description:** Fren 3016 is the second in a two-course sequence (with 3015) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In
FREN 3101W Methods in French and Francophone Studies
4 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Franklin-Brown, Mary
Description: FREN 3101W is a writing intensive course offering a broad introduction to the critical methods, standards of scholarship, and body of knowledge specific to the discipline of French and Francophone Studies. The course will train students to understand and analyze various documents and media such as literary works, cultural or theoretical texts, cultural artifacts, film, art, audio and visual media pertaining to France and Francophone communities from selected periods spanning the centuries. Since this is a writing intensive course, particular attention is given to the content, style and format of written assignments. The theme and content of each section will vary according to instructor. This section, Metamorphoses, takes its inspiration from the foundation myths for art and the artist, as they are reinterpreted in French poetry and narrative, on the stage and in film. In the tales of Orpheus, Pygmalion, and other poets, painters, and lovers, we will find not only narrative representations of the transformative power of art for the individual subject, but also indications of art's limitations, its opacities, and its intractability. Along the way, we will study the diverse modes and mechanisms of verbal, dramatic, and cinematic art, and we will consider how readers/viewers of today can understand and analyze this material. Possible readings/viewings: Ovid, selections from the Metamorphoses Marie de France (ca. 1170), selected Lais Jean Cocteau, La Belle et la Bete (film, 1946) and Orphee (film, 1950) Moliere, Dom Juan Selected lyric poetry by Charles d'Orleans, Pierre de Ronsard, Maurice Sceve, and Charles Baudelaire Theophile Gautier, selected recits fantastiques Offenbach, Les contes d'Hoffmann (opera, 1881), and the film by Powell and Pressburger (1951) Balzac, 'Le Chef-d'oeuvre inconnu'
Style: 10% Lecture, 10% Film/Video, 70% Discussion, 10% Small Group Activities.
Fren 3111 Medieval Stories
3 credit(s);
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. This class requires no previous knowledge of the period; rather, the tales discussed will be treated as pathways to learning about the great achievements of French medieval culture. Students will emerge from the course with an increased understanding of the history of the various regions of France; of the history of French words and expressions; and of the roots of French culture, especially as it concerns behavioral ideals and relations among classes. Reading (in modern French translation, but with reference to the original Old French), class presentations, short papers and exams.
Style: 100% Discussion.
Grading: 15% mid exam, 30% final exam, 5% reports/papers, 5% quizzes, 15% in-class presentation, 30% class participation.
Exam Format: essay

Fren 3330 Literature and the Making of Modern France: 20th-Century Perspectives
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Brewer,Maria M
Description: French 3330 Literature and the Making of Modern France: 20th Century Perspectives Our objective in this seminar-type course is to engage with a series of modern French literary texts as they relate to particular historical events, intellectual developments, and social movements. Among phenomena that have shaped modern French consciousness are the fin de siecle Dreyfus affair, the two World Wars, the rise of postwar consumer culture, decolonization, the events of May 1968, and feminist thought in France. The focus will be on questions of subjectivity, the recounting of modern experience, and forms of narrative innovation. Texts to be studied will be selected from the following authors: Emile Zola, Vercors, Albert Camus, Jean-Paul Sartre, Simone de Beauvoir, Alain Robbe-Grillet, Georges Perec, and Marguerite Duras. Relevant critical readings will be drawn from Jacques Derrida, Helene Cixous, Julia Kristeva, and Sigmund Freud. The course is conducted in French.
Style: 60% Lecture, 40% Discussion.
Grading: 15% mid exam, 60% reports/papers, 10% in-class presentation, 15% class participation.
Exam Format: Essay

Fren 3479 Francophone Writers of the African Diaspora
3 credit(s);
Instructor: Abderrezak,Hakim
Description: FREN 3479 - Francophone Writers of the African Diaspora Topics in Literature: (In) Hospitable Nations In this course, we will question conceptions of hospitality through the study of narratives of displacement. We will focus primarily on national, political, and global conceptions and practices. However, other manifestations will be examined. For instance, we will tackle philosophical, ethical, and personal engagement with the idea of hospitality. The corpus will include French, Beur, and Maghrebi literature. We will begin with works that center on mainstream immigration into France and then examine narratives that depict experiences of North Africans traveling to and/or settling in newer locations such as the United States and Spain. Finally, we will discuss texts of children of immigrants who return to the Maghreb or select other places to emigrate. The course will provide students with historical knowledge of North African emigration to the West. It will also familiarize them with a selection of autobiographical and fictional works that foreground various displacement patterns ranging from the most common (economic and professional) to the less conventional (academic, ideological, and religious), whether they be failed, forced, and fearful migratory attempts or successful relocations in exile. The course will be taught in French.

Fren 3501 Structure of French: Phonology
3 credit(s); 3015, [3014 or 3500 or Ling 3001 or instr consent ]Credit will not be granted if credit has been received for: FREN 5501;
Instructor: Kerr,Betsy Jean
Description: Advanced study of French pronunciation/phonetics. In addition to Fren 3015, students must have already taken one of the following: Fren 3014 or an equivalent French phonetics course, Fren 3500, or Ling 3001, or have the instructor's permission. The course comprises a detailed treatment of all aspects of the sound system of French. Readings, class lecture and discussion, assignments and tests in French. Material is often very detailed and sometimes requires memorization of complex rules, such as those governing deletion of schwa or 'mute e', liaison, or the realization of mid-vowels. This course is first of all a linguistics course, i.e. its purpose is to understand how the sound system of French functions to produce meaning; the practical purpose of improving one's accent is secondary objective. Regular homework assignments verifying mastery of readings and transcription practice and other work with recordings available via Moodle course website. Comparison of English and French phonetics. Correspondence between orthography and pronunciation. Attention to stylistic, regional, and free variation in French pronunciation. Requires use of IPA (International Phonetic Alphabet) to transcribe sounds. Especially recommended for students intending to teach French.
Fren 3636 Human Nature from Descartes to Sade
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: FREN 3736; Meets CLE req of Civic Life and Ethics; meets CLE req of Literature
Instructor: Cherbuliez, Juliette
Description: On Human Nature from Descartes to Sade. Are we mind, body, or both? Are we a part of the natural world or separate from it? As we master ourselves, can we master the natural world? What is the difference between the human and the barbarian? This seminar will draw from a variety of genres (philosophical inquiry, novels, aesthetic treatises, and plays) to investigate how the human was defined, often in contradistinction to nature, in the 17th and 18th centuries. We will consider not only the philosophical dimensions of human nature, but also its social and aesthetic elements. THIS IS THE FRENCH-LANGUAGE SECTION OF FREN3736.
Style: 20% Lecture, 50% Discussion, 10% Small Group Activities, 10% Student Presentation.

Fren 3736 Human Nature from Descartes to Sade
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: FREN 3636; Meets CLE req of Civic Life and Ethics; meets CLE req of Literature
Instructor: Cherbuliez, Juliette
Description: On Human Nature from Descartes to Sade. IN ENGLISH. Are we mind, body, or both? Are we a part of the natural world or separate from it? As we master ourselves, can we master the natural world? What is the difference between the human and the barbarian? This seminar will draw from a variety of genres (philosophical inquiry, novels, aesthetic treatises, and plays) to investigate how the human was defined, often in contradistinction to nature, in the 17th and 18th centuries. We will consider not only the philosophical dimensions of human nature, but also its social and aesthetic elements.
Style: 20% Lecture, 50% Discussion, 10% Small Group Activities, 10% Student Presentation.

Fren 4001 Beginning French
2 credit(s);
Instructor: STAFF
Description: This course is intended for students with NO previous study of French, or students who have not studied French in recent years (gap of 3 years or more). If you have more than two years of high school French completed within the last year or two, you should register for Fren 4022 which provides students with an accelerated review of Fren 4001 material followed by material covered in Fren 4002. For further information on placement, see your advisor or contact the Department of French and Italian. Fren 4001 is a theme-based course. Students develop their communication skills in French in different areas: speaking, writing, listening and reading. In addition to linguistic skills, students develop a better understanding of diverse aspects of French-speaking cultures. Themes addressed in the course include: student life, family, recreation, life in Francophone cities, housing, Francophone heritage in Northern America and Canada. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from "Premiere Etape" through Ch. 5. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.
Style: Combination of whole-class and small-group activities
Grading: 10% mid exam, 15% final exam, 12% reports/papers, 8% special projects, 10% quizzes, 25% other evaluation.
Exam Format: All exams evaluate listening, vocabulary, grammar, writing, reading and culture.

Fren 4002 Beginning French
2 credit(s); Grad student
Credit will not be granted if credit has been received for: FREN 1022;
Instructor: STAFF
Description: Fren 4002 is intended for students who have completed Fren 4001 or the equivalent. In this course students build on the interpersonal, interpretive and presentational skills developed in first-semester French and on their knowledge and understanding of Francophone practices and products. Culture is taught through multimedia and cultural readings. Fren 4002 is a theme-based course. Themes addressed in this course include: Francophone youth, food, geography, the environment, travel, education and employment. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from Ch. 6 through Ch. 10. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.
Style: Mostly discussion and student involvement in pair/group activities
Grading: 30% written exams, 15% oral exams, 13% final exam, 12% reports/papers, 13% special projects, 12% quizzes, 5% workbook exercises
Exam Format: All exams evaluate listening, vocabulary, grammar, writing, reading and culture. Oral skills are assessed in
Fren 4003 Intermediate French
2 credit(s);
Instructor: STAFF
Description: Prereq: 1002 or 1022 or Entrance Proficiency Test Description: This course is designed for students who have completed Fren 1002 or 1022 with a C- or better or who have successfully passed the EPT (Entrance Proficiency Test) for this level. In this course students build on the interpersonal, interpretive and presentational skills developed in beginning French and on their knowledge and understanding of Francophone practices and products. Culture is taught through multimedia and cultural readings. Fren 1003 is a theme-based course. Themes addressed in this course include: French media and cinema, the French resistance, wellness and health, current French family, societal and global issues. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from Ch. 11 through Ch. 14. They will also work with the film 'Le Chemin du Retour' available on the course site: the story of a young French journalist and her pursuit of the truth about her grandfather's past. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.
Style: Mostly discussion and student involvement in pair/group activities
Exam Format: Exams assess a student's listening, reading, speaking and writing proficiency. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

Fren 4004 Intermediate French
2 credit(s);
Instructor: STAFF
Description: This course is for those who have successfully passed Fren 1003 with a C- or better or have passed all sections of the EPT (Entrance Proficiency Test) for this level. This course continues the building of speaking, writing, listening and reading skills acquired during the first three semesters of French while expanding cultural awareness, knowledge and understanding of Francophone cultures. Emphasis is placed on reading, writing and culture. The theme of this course is that of cultural identity, addressed via discussion of food, family, education, work, nationality and diversity. A custom edition of "Ouvertures" (based on the 4th ed.) includes contemporary and literary texts. In this text students will learn material from Chapters 1 through 8, with emphasis on chapters 1, 2, 3, 6 and 7. A supplemental course pack includes activities to accompany video clips, as well as supplemental grammar activities. Writing skills will be developed through process-writing essays. Several class sessions will allow students to work with audio-visual resources (mainly film clips) to develop their listening skills; the clips will also serve as a basis for cultural discussions. Email exchanges with native French speakers learning English will further enhance cultural knowledge. During enrollment in 1004 students who choose to, will have the opportunity to complete the Language Proficiency Exam (LPE) and earn a text line on their transcript endorsing their proficiency in French.
Style: Mostly discussion and student involvement in pair/group activities.
Grading: 15% final exam, 20% reports/papers, 5% quizzes. 10% email exchanges and other assignments, 30% written exams, 15% oral exams, 5% workbook exercises
Exam Format: Exams assess a student's listening, reading, speaking and writing proficiency. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s);Meets CLE req of Writing Intensive
Instructor: Noakes,Susan J
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s);Meets CLE req of Writing Intensive
Instructor: Brewer,Maria M
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s);Meets CLE req of Writing Intensive
Instructor: Kerr,Betsy Jean
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s);Meets CLE req of Writing Intensive
Instructor: Preckshot,J E
Description: Student may contact the instructor or department for information.
Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s); Meets CLE req of Writing Intensive
Instructor: Brewer, Daniel
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s); Meets CLE req of Writing Intensive
Instructor: Sivert, Eileen B
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s); Meets CLE req of Writing Intensive
Instructor: Cherbuliez, Juliette
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s); Meets CLE req of Writing Intensive
Instructor: Chaouat, Bruno
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s); Meets CLE req of Writing Intensive
Instructor: Wall-Romana, Christophe M
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s); Meets CLE req of Writing Intensive
Instructor: Franklin-Brown, Mary
Description: Student may contact the instructor or department for information.

Fren 4109W Senior Project in French and Francophone Studies
A-F only, 1 credit(s); Meets CLE req of Writing Intensive
Instructor: Abderrezak, Hakim
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 4; Meets CLE req of Writing Intensive
Instructor: Noakes, Susan J
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 4; Meets CLE req of Writing Intensive
Instructor: Brewer, Maria M
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 4; Meets CLE req of Writing Intensive
Instructor: Kerr, Betsy Jean
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 4; Meets CLE req of Writing Intensive
Instructor: Preckshot, J E
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 4; Meets CLE req of Writing Intensive
Instructor: Brewer, Daniel
Description: Student may contact the instructor or department for information.
Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 4; Meets CLE req of Writing Intensive
Instructor: Sivert, Eileen B
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 4; Meets CLE req of Writing Intensive
Instructor: Cherbuliez, Juliette
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 4; Meets CLE req of Writing Intensive
Instructor: Chaouat, Bruno
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 4; Meets CLE req of Writing Intensive
Instructor: Wall-Romana, Christophe M
Description: Student may contact the instructor or department for information.

Fren 4110V Honors Thesis
A-F only, 1-2 credit(s), max credits 4; Meets CLE req of Writing Intensive
Instructor: Franklin-Brown, Mary
Description: Student may contact the instructor or department for information.

Fren 4970 Directed Readings
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: STAFF
Description: Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.

Fren 5250 Promenades Poetiques: The Subject in Motion
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Cherbuliez, Juliette
Description: A course for students with a graduate-level research program, this is an introduction to research methods current for work on the French seventeenth century. We will take as point of departure the basic touchstone of French philosophy regarding the human condition: the fabled mind-body split attributed (or imputed) to Descartes, and its contexts, reverberations, permutations and contradictions in the French literary and aesthetic imagination. Considering the aesthetic innovations upon which Descartes depended to express his work, and the significance of the self as an embodied presence within Cartesian and other imaginative presentations, we will examine connections between poetic voice and philosophical subjectivity as two forces working to define the limits of the body. Texts by Descartes, Pascal, Corneille, Rotrou, Racine, Pascal, La Rochefoucauld, Villedieu, Lafayette. Critical interventions by contemporary students of the seventeenth century and theorists of embodiment, performance, selfhood, and the senses.
Style: 10% Lecture, 80% Discussion, 10% Student Presentation.

Fren 5501 Structure of French: Phonology
3 credit(s); [Ling 3001 or Ling 5001], grad student
Credit will not be granted if credit has been received for: FREN 3501;
Instructor: Kerr, Betsy Jean
Description: Advanced study of French pronunciation/phonetics. In addition to Fren 3015, students must have already taken one of the following: Fren 3014 or an equivalent French phonetics course, Fren 3500, or Ling 3001, or have the instructor's permission. The course comprises a detailed treatment of all aspects of the sound system of French. Readings, class lecture and discussion, assignments and tests in French. Material is often very detailed and sometimes requires memorization of complex rules, such as those governing deletion of schwa or 'mute e', liaison, or the realization of mid-vowels. This course is first of all a linguistics course, i.e. its purpose is to understand how the sound system of French functions to produce meaning; the practical purpose of improving one's accent is secondary objective. Regular homework
Fren 8210 Topics in Later Medieval French Literature: Early Globalities II
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Lower, Michael T
Description: Early Globalities II: Africa, The Mediterranean, and the Atlantic. Early Globalities II envisions the lived worlds of human experience in dynamic interconnection, within a flexible time frame of about a thousand years, roughly 500-1500 CE. We will focus on Maghrebi and Sub-Saharan Africa, the multi-confessional worlds of the Mediterranean, the Atlantic, and the Americas. We will structure our investigation along three axes of global interaction: 1. environments: how these are made, sustained, and transformed through contact across regions 2. circulations: of peoples, technology, material culture, ideas, and non-human agents like bacteria, and 3. beliefs: how human societies organized spiritual life and defined religious differences and commonalities across cultures. The seminar will feature several distinguished visiting scholars who will lead classes on their particular areas of expertise. Note: This course is the second semester of the year-long Winton Seminar. The first semester, taught in Fall 2012, treated different but related material. Students may enroll for both semesters or only one. Participation in the second semester is not contingent on participation in the first.
Style: 20% Lecture, 60% Discussion, 15% Student Presentation, 5% Guest Speakers.
Grading: 60% reports/papers, 10% in-class presentation, 30% class participation.

Fren 8250 Critical Issues: Poetry
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Wall-Romana, Christophe M
Description: "Poetry, Writing, Cinema" In this seminar, we will explore the multiple relations between cinema (and more broadly moving images), writing, in its various forms (from printed to handwritten poems to typed intertitles/subtitles or diegetic letters) and poetry/the poetic as a capacious category applicable to Dada, Surrealist, Lettrist and contemporary experimental poems influenced by either cinema or the film esthetics of viz. Man Ray, Cocteau, Godard, Rivette, Ackerman or Ruiz. The aim is to study these relations while circumventing the dominance of both fiction films and narrative genres that impose adaptation as the de facto paradigm for thinking about the polymorphous exchanges between film and text. We will therefore spend some time comparing the film-poetic theories of the likes of Lindsay, Epstein, Eisenstein, Cocteau, Bresson, Deren, Ruiz, or Pasolini in what they contribute beyond various iterations of the adaptation framework. We will also look at some of their and others? experimental moving image works. The corpus of cinepoetry, the productive and counter-teleological practice of writing poetic works under the sway of cinema, by poets as diverse as Mallarme, Jarry, RousseI, Cendras, Hocquard, Doppelt, M. Roche, but also Pound, Zukovsky, Stein, Creeley, etc., will represent a central focus in the seminar.

Fren 8290 Critical Issues: Perspectives on an Author
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Franklin-Brown, Mary
Description: Readings in Foucault: Archaeologies, Genealogies, Histories This course will afford students--who too often assemble some notion of a seminal theorist from selections read in different courses--a chance to focus on the writings of Michel Foucault. Foucault was one of the most influential thinkers of the later twentieth century, a philosopher-historian who articulated and contributed to changing historical methodologies even as his books and essays caught the interest of scholars working in wide range of other disciplines. Far from a one-hit-wonder, Foucault published extensively on the
Gay, Lesbian, Bisexual, and Transgender Studies

French and Italian

GLBT 1001 Introduction to GLBT Studies

3 credit(s); Credit will not be granted if credit has been received for: GWSS 1007; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences

Instructor: STAFF

Description: GLBT Studies is a rapidly growing, multidisciplinary enterprise whose goal is the study of lesbian, gay, bisexual, transgender, and queer peoples and their histories and cultures, as well as the study of sexuality and its role in the deployment of cultural and social power. This course offers an introduction to this vibrant field from a range of theoretical and disciplinary perspectives. It explores the role of race, class, religion, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; the role of feminism in GLBTQ Studies; transgender and transsexual theory and politics; queer of color critique; AIDS theory and politics; globalization and sexuality; the meanings
of new GLBTQ visibility; and recent conceptualizations of homonormativity.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 50% reports/papers, 50% class participation.

---

**GLBT 3301 Gay, Lesbian, Bisexual, and Transgender Social Movements in the United States**
- **3 credit(s);**
- **Instructor:** Kumar, Elakshi
- **Description:**

---

**GLBT 3456W Sexuality and Culture**
- **3 credit(s); Meets CLE req of Writing Intensive**
- **Instructor:** Labidi, Imed
- **Description:** Student may contact the instructor or department for information.

---

**GLBT 3610 Topics in GLBT Studies: Queer National Epics**
- **3 credit(s), max credits 6;**
- **Instructor:** Damon, Maria
- **Description:** Student may contact the instructor or department for information.

---

**GLBT 4101 Gender, Sexuality, and Politics in America**
- **3 credit(s);**
- **Instructor:** Sarmiento, Tom
- **Description:** This cross-listed, upper-level course in American Studies and Gay, Lesbian, Bisexual, and Transgender Studies explores some of the key cultural debates in contemporary U.S. queer studies--from anti-racist coalitional politics, anti-imperialist critique, diasporic critique, indigeneity, and transnationalism and globalization to marriage equality, military service, urban gentrification, and anti-bullying--and the varied responses proffered primarily by U.S.-based queer scholars. Using feminist and queer of color critiques as entry points to engage such issues, we will analyze the ways in which queer politics relies not simply on critiques of mainstream U.S. cultural attitudes toward sex and sexuality but also on its interconnectivity with ideas about race, class, and nation. Moreover, we will evaluate mainstream LGBT approaches to combat LGBT social oppression, recognizing both their merits and their limits in the hope for social transformation. In so doing, we will examine the differences and similarities between "queer" and "LGBT" politics. Rather than prescribe a singular approach for social transformation, this course will encourage students to critically assess how marginalized groups navigate the paradoxical terrain of social inequality. In short, this course aims to incite critique while remaining optimistic for a better future already transpiring in the present.
- **Style:** 40% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities.
- **Grading:** 30% mid exam, 30% final exam, 30% reflection paper, 10% class participation.
- **Exam Format:** In-class Midterm: define key terms & short essay Take-home Final: essay

---

**Gender, Women, and Sexuality Studies 425 Ford Hall**

**GWSS 1002 Politics of Sex**
- **3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences**
- **Instructor:** Carter, Angela
- **Description:** This course unravels how sex, gender, and sexuality play important and complex roles in our societies and cultures. Through the study of social discourses, (including history, film/media, ethnography, and popular culture) we will question at length what gender and sexuality are and how they relate to other identity categories such as sex, race, nation, and dis/ability. The primary purpose of this course is to examine the different constructions of sex, gender, and sexuality - with an emphasis on challenging the ways in which certain constructions are normalized while others are marked as deviant, or unnatural. In studying the relationship between what is considered normal and what is considered deviant, we can understand how our society attempts to categorize and makes sense of individuals. With this, we will consider the role of sexuality within dominant institutions and systems of privilege and oppression. We will consider arguments about representation, agency, and power, which have been key issues within feminist theorizing because of how such inquiries help us understand the rights of individuals, and the possibilities of social change. Because it focuses on the social construction of gender and sexuality, paying specific attention to issues power and identity, GWSS 1002 also provides an introduction to queer, lesbian, gay, bisexual, and transgender studies. Furthermore, we examine all of these topics from a variety of feminist and queer perspectives to illustrate the significance of difference within both feminist and queer ways of knowing. While this course primarily focuses on diversity in the US, we will always understand the US to be transnational. We will also assume that sex is inextricable from other categories of identity, so that sexuality is just as much about race, class, nationality, ability, and gender as it is about sex. The politics of sex are all around us - in our laws, on our televisions, and aired in heated political debates - this class will use feminist and queer theorizing to tackle some of the controversies associated with a variety of these contemporary issues.
GWSS 1002 Politics of Sex
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Butler-Wall, Karisa A
Description: Student may contact the instructor or department for information.

GWSS 1006 Skin, Sex, and Genes
3 credit(s); Meets CLE req of Social Sciences; meets CLE req of Technology and Society
Instructor: STAFF
Description: This course explores the ways in which science and technology have been a site of conflict about gender, race, sexuality, and other differences. This is an interdisciplinary course that emphasizes the relationship between science and the social, political, and cultural contexts. Biological sciences have been often used to legitimize the social differences, reducing the social to the natural, and the historical to the biological. We will rethink the taken-for-granted knowledge of the world produced by science. We will focus primarily on the case studies illustrating controversies within biological sciences about the concepts of race and gender and on the racially and sexually biased biomedical research and practices. We will discuss how the arguments concerning biological basis of traits including intelligence, sexual orientation, susceptibility to certain diseases have risks of discrimination and stigmatization and how we can read science critically and make a different understanding possible.

GWSS 1007 Introduction to GLBT Studies
3 credit(s); Credit will not be granted if credit has been received for: GLBT 1001; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Kunzel, Regina G
Description: This course offers an introduction to the vibrant interdisciplinary field of gay/lesbian/bisexual/transgender/queer studies from a range of perspectives. It examines historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; the HIV/AIDS crisis and politics; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

GWSS 3002H Honors: Gender, Race, and Class: Women's Lives in the United States
3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

GWSS 3002W Gender, Race, and Class: Women's Lives in the United States
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: STAFF
Description: What is the relationship between art, media, and social justice? How do artists position themselves and their art in relation to social change? How are artists experimenting with form and subject not only to respond to existing social inequities, but to also imagine alternative ways of being? And how do projects by contemporary artists complement, complicate, and contest one another? This class takes up these questions with regard to women artists (cisgendered and transgendered) and female bodied-artists who may not identify within the male-female gender binary. (In some cases, we will discuss the work of male-identified artists where their work intersects with the themes of the class.) Thinking through various art forms (the visual, performance-based, dance, the spoken and written word, music, film and mixed-media) we will explore how these artists contest and complicate notions of gender and genre as they intersect with questions of identity (such as race, class, ability, sexuality, religion, nation) and political commitments. While we will engage with artists from a wide range of social and geopolitical spheres, we will also engage on the local level, taking particular advantage of the vibrant arts scene in the Twin Cities. Because art cannot simply be studied, but is also intrinsically linked with experience, audience and engagement, in addition to reading key pieces of feminist and queer art criticism, a central part of the course will be devoted to attending, reflecting, and discussing local arts events in the community. Students will be asked to attend at least 4 arts events during the semester. The majority of writing will be reflective and/or creative, allowing students to work through and respond to questions and themes addressed in the works we engage throughout the semester.

GWSS 3004V Honors: Point/Counterpoint: Contemporary Feminist Debates
3 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Contemporary debates of concern to many women. Abortion, affirmative action, marriage rights, welfare rights, sex education, children's rights, date rape. In-depth study of several issues. Debate pros/cons of relevant
GWSS 3004W Point/Counterpoint: Contemporary Feminist Debates
3 credit(s);Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Bashore,Katie L
Description: This class explores key problematics in gender, women, and sexuality studies. Known as the "debate class," Point-Counterpoint allows students to investigate different/divergent feminist theories, strategies, and agendas for dealing with political issues. The foundation of the course is structured around the question of ethics, particularly as it focuses on critically examining the choices feminists make as they develop, defend, and challenge one another's solutions to existing social, political, and economic problems. Starting with the present and working our way backward through various nodes of feminist inquiry and lines of flight, we will unravel the debates around autonomy (reproductive rights, human rights), subjectivity/identity (identity politics, difference), inequality (work and labor markets), sovereignty (war, occupation, immigration and the state), and sexuality (desire, kinship), etc. This course is transnational in scope. There are no prerequisites; the class satisfies the CLE requirement of ?Civic Life and Ethics."

GWSS 3201 Sociology of Gender
A-F only, 3 credit(s);1001 or 1002 or instr consent Credit will not be granted if credit has been received for: SOC 3221;
Instructor: Chermack,Kelly
Description: Gender is something so fundamental to our lives, to our identities, and how we interact with others that we often take it for granted. However, understandings of gender vary across time and place, and even within cultures, making it clear that our understandings of gender are not universal or timeless. In this class, we will examine how gender intersects with race and sexuality, as well as how it impacts areas of our lives such as child socialization, family structure, the media, intimate relationships, and the workplace.
Style: 50% Lecture, 50% Discussion.

GWSS 3203W Blood, Bodies and Science
3 credit(s);Meets CLE req of Social Sciences; meets CLE req of Technology and Society; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course is a critical engagement of Science Studies through the categories of race, gender, sex and sexuality. The course examines the historical and contemporary technologies that transform social relations of sex, gender, and race and human biology, products like Viagra, institutions like public health, and academic disciplines like genetics, to better understand how science has made our lives better through these technologies. Simultaneously this course examines how these same technologies worked to maintain and even create social inequality. Specifically we examine how scientific understandings of bodies, disease, life-processes, and desires shape how we understand who we are and our relations to others for the distribution of resources and the valuation of human life. The course resists the idea that the production of knowledge is objective. Often the products of racism, sexism, and homophobia produced in the pursuit of knowledge are explained as aberrations in the scientific method, as the moments were society and politics corrupts the production of truth in the scientific method. This class recasts this relationship and uncovers how scientific endeavors have often been driven by the production and reproduction of these social hierarchies based on the categories of sex, skin, and genes. This class argues that racism, sexism, and homophobia in their modern forms are technologies of liberalism developed through science and not their unresolved remainder. The goal of this course is two fold. First the student will learn the impacts of science and technology in the production of social inequality. Second the student will learn how to critically engage specific scientific methodologies. Students will deal with primary and secondary materials common in the social sciences, and will learn how to "read" and understand basic scientific research, including basic understandings of genetics or epidemiological modes of data collection. Students will be exposed to and learn how to analyse the following qualitative and quantitative approaches: discourse and text analysis, statistics, case study, epidemiological methods such as clinical trials, disease tracking and interpretation, contact tracing and disease reporting, and scientific research such as genetics. By exploring the history of these methods the student will gain a better understanding of how the production of scientific knowledge occurs and how it is translated into technologies that inform our social worlds.

GWSS 3303W Writing Differences: Literature by U.S. Women of Color
3 credit(s);Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Lewis,Brittany Michee
Description: Through this course, we will explore what it means to identity oneself or to be identified as a woman of color through a close reading of select literary texts. We will immerse ourselves in writings by Black women writers who explore the complex nature of identification and place from a variety of regional, class, sexual and age backgrounds. The course takes as its premise the fact that, in this country, women often have been and continue to be silenced and rendered invisible. We will analyze how these select Black women writers have created literature as one way to claim a voice and write themselves into existence, often in response to such issues as racism, classism, and sexism, among other forms of systemic oppression.
GWSS 3303W Writing Differences: Literature by U.S. Women of Color
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Bashore,Katie L
Description: Through this course, we will explore what it means to identity oneself or to be identified as a woman of color through a close reading of select literary texts. We will immerse ourselves in writings by Black women writers who explore the complex nature of identification and place from a variety of regional, class, sexual and age backgrounds. The course takes as its premise the fact that, in this country, women often have been and continue to be silenced and rendered invisible. We will analyze how these select Black women writers have created literature as one way to claim a voice and write themselves into existence, often in response to such issues as racism, classism, and sexism, among other forms of systemic oppression.

GWSS 3307 Feminist Film Studies
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Schiappa,Jacqueline
Description: Guided by feminist theory, this course will provide a critical and analytical investigation of media representations of women and feminist issues. We will watch diverse media including a Hollywood "Blockbuster" movie, independent film, documentary film, and various forms of television over the course of the semester. We will consider how media representations construct notions of identity, namely those related to gender and race, considering the social functions of such portrayals. Students will learn to analyze media representations of myriad feminist issues including: the male gaze, concepts of difference, intersectionality, matters of the body, radicalism, and essentialism. Through screenings and course readings we will trace key concepts and debates in feminist film theory, criticism, and history considering critical reception, historical context, and sociopolitical implications of representation. Through discussions and writing we aim to discern the relevant social, political, ideological, and aesthetic differences of the media we examine. Goals of this course include understanding how and why many women and film-makers/watchers seek to create alternative spaces and visions of women and feminist subjects in film.

GWSS 3403W Jewish Women in the United States
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Prell,Riv-Ellen
Description: The course will introduce students to the history of Jewish women in the United States from the late 19th century to the present. It will examine how the lives of women changed from immigration to the present. It will analyze how Jews interacted with the larger society and how gender shaped those engagements. The class will examine the various arenas of Jewish life--religious, political, and cultural. Students will undertake a research paper that will be written over the course of the entire semester and will involve original research.
Style: 50% Lecture, 10% Film/Video, 40% Discussion.
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% attendance. The class is writing intensive and the paper will have a number of steps
Exam Format: essay and short answer

GWSS 3408 Women in Modern America
3 credit(s); Credit will not be granted if credit has been received for: HIST 3348;
Instructor: Dubrow,Gail Lee
Description: Student may contact the instructor or department for information.

GWSS 3409W Asian American Women's Cultural Production
3 credit(s); Credit will not be granted if credit has been received for: AAS 3409W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Pu,Xiumei
Description: Who are Asian American women? How has such an identity been configured and reconfigured in the American context? What does it mean to be an Asian American woman in the United States? In what ways does Asian American women?'s cultural production complicate, interrogate, and challenge dominant modes of knowledge production in America? To think through these questions, we will learn Asian American feminist theoretical frameworks pertaining to Asian American women?'s cultural production. Theoretical study will be coupled with analysis of concrete examples of Asian American women?'s cultural production in popular culture, literature, and fine arts. In addition to published readings, students are strongly encouraged to bring personal and family histories to the classroom for discussion. Works of local artists, writers, and activists in the Twin Cities will also inform our discussion. Throughout the semester, our discussion will focus on the ways intersections of gender, race, class, sexuality, and other systems of power influence Asian American women's cultural production and the ways Asian American women's cultural production re/map these intersections.

GWSS 3590 Topics: Social Change, Activism, Law, and Policy Studies: GLBT Social Movements
3 credit(s), max credits 6;
**GWSS 4406 Black Feminist Thought**

3 credit(s); Credit will not be granted if credit has been received for: GWSS 5406; Instructor: Isoke,Zenzele

**Description:** Topic: Black Women, Resistance, and Global Social Change We will develop diverse answers to these questions: * How have African descendent women enacted political resistance in the U.S. and the African diaspora? * What are the primary issues that black women have addressed in their community work? * How have black women worked across racial-ethnic difference to pursue social justice and equality? In this course we will examine how black women have promoted social change in the U.S. and abroad by challenging social inequalities. We will study iconic black women in who sparked global social movements to challenge the combined effects of racism, (hetero)sexism, and colonialism globally. These women include Claudia Jones, Fannie Lou Hamer, Shirley Chisholm, Wangari Maathi, Ellen Johnson Sirleaf, Barbara Lee, and others. We will reflect upon how black women scholars have defined and refined the concept of intersectionality? to advocate for new ways of studying democracy, civic participation and social movements in the diverse black diasporas. Finally, this course will introduce students to new ways of thinking about politics, careers in advocacy and social justice in diverse black communities, and how to conduct black feminist research across the humanities and social sciences. Selected Reading List: Black Women, Cultural Images, and Social Policy (2009) by Julia Jordan-Zachery Sister Citizen: For Black Women Who Have Considered Suicide When Politics Was Enough (2011) by Melissa Harris Perry Urban Black Women and the Politics of Resistance (2013) by Zenzele Isoke Creating Africa in America: Translocal Identity in an Emerging World City (2004) by Jacqueline Copeland-Carson. Negras in Brazil: Reinvisioning Black Women, Citizenship, and the Politics of Identity by Kia Lilly Caldwell 20% Participation, 60% Critical Essays, 20% Final Paper/Project 60 pages of reading per week, 25 pages of writing

**Grading:** 60% reflection paper, 20% in-class presentation, 20% class participation.
GWSS 8107 Feminist Pedagogies
3 credit(s);
Instructor: Torres PhD, Eden E.
Description: Students in this graduate seminar will read, analyze and discuss various theories and approaches to pedagogy. They will create a teaching portfolio consisting of several components including the development of a syllabus, course design & rationale, learning activities and a personal teaching philosophy statement. Through dialogue, active assignments and writing, students will demonstrate their understanding of theoretical materials. As we explore the uses, meanings and implications of feminist pedagogical styles, we will consider the way in which systems of oppression intersect and overlap in teaching environments. This course is designed to provide students with opportunities to analyze, develop and practice teaching strategies. Our readings will address teaching philosophies, theory and practice; curriculum and syllabus design; instructional and activity models; teaching and learning styles; critical pedagogy as a tool for social change; as well as classroom dynamics and problem-solving approaches. As a small discussion seminar, the course requires thoughtful reading and active participation.

3 credit(s), max credits 6;
Instructor: Craddock, Susan L
Description: This course examines current ways of thinking about the complex, dynamic, troubling, and exciting intersections of humans and new biotechnologies, nonhumans, and changing ecosystems. What aggregate social and political factors come together to form new interpolations of science and nature? What rhetorical shifts shape interpretations of `global? health, environment, disease, intervention? What potentials do new technologies have for disrupting current forms of capitalism, or shaping new questions of ethics, citizenship, or liberalism? What new understandings are social scientists and scientists discerning about microbes and our relations with them? The seminar will be largely book-driven, including texts by Donna Haraway, Sheila Jasanof, Nikolas Rose, Stefan Helmreich, Sarah Franklin, and Stacy Alaimo.

GWSS 8250 Seminar: Nation, State, Citizenship
3 credit(s);
Instructor: Desai, Jigna
Description: Nation, State, Citizenship engages with questions that are central to the understanding of processes of nation-building and state-formation. Through an in-depth examination of cultural texts and political economy, it enables a more complex feminist and queer discussion of citizenship. It achieves this by looking at the interplay of nation, capitalism, biopolitics, and/or neoliberalism. Importantly, it also explores the trenchant feminist and queer critiques of these meta-formations. What is the logic of inclusion and exclusion through which nationalisms and empires operate? How does capitalism simultaneously create communities and destabilize them? To what extent does the perceived neutrality of national formation, capitalist structures, and imperial projects belie the gendered and sexualized logic through which they are mobilized? In posing these timely questions, the course serves as an introduction to the literature of national, imperial, and neoliberal governance. In addition to this broader survey, however, the course also brings in a focused study of specific questions targeting state violence, discursive critiques, and feminist theoretical interventions. In this manner, it juxtaposes perspectives from above and below, thereby offering a contrapuntal and more holistic understanding of the stakes in this debate.

GWSS 8996 Feminist Studies Colloquium
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Scheman, Naomi
Description: This registration is designed for Feminist Studies PhD students who are required to attend and post comments on departmental colloquia.

General Dentistry 15-209 MoosT

GenD 5153 Advanced General Dentistry Seminar III
S-N only, 2-10 credit(s), max credits 10, 1 completion allowed;
Instructor: Gambucci, James Robert
Description: Student may contact the instructor or department for information.

GenD 5256 Advanced General Dentistry Clinic III
S-N only, 5-15 credit(s), max credits 15, 1 completion allowed;
Genetics, Cell Biology and Development  6-160 Jackson Hall

GCD 3022 Genetics
  3 credit(s); BIOL 1002 or BIOL 1009 Credit will not be granted if credit has been received for: BIOL 4003;
  Instructor: Brooker, Robert James
  Description: This course is a printed distance learning section (known as a correspondence course) offered through
  Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group.
  Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is intended to provide students
  with a broad understanding of genetics. In the first part of the course, the emphasis will be on inheritance patterns. We will
  be interested in many types of inheritance patterns, including simple "Mendelian" inheritance, extrachromosomal
  inheritance, linkage, and quantitative traits that are determined by multiple genes. We will then examine the structure,
  replication, and expression of the genetic material known as deoxyribonucleic acid (DNA). This will involve an
  understanding of the molecular structure of DNA and its organization into units called genes. The last part of the course will
  examine genetic technologies.
  Style: This is a printed correspondence section.
  Grading: See attached syllabus
  Exam Format: Supervised, in-person exams

GCD 3022 Genetics
  3 credit(s); BIOL 1002 or BIOL 1009 Credit will not be granted if credit has been received for: BIOL 4003;
  Instructor: Kirkpatrick, David T
  Description: This course is designed to provide students with a working knowledge of genetics. The first part of the course
  covers basic Mendelian genetics, focusing on patterns of inheritance. The middle of the course covers molecular genetics,
  emphasizing the mechanisms behind the storage, duplication, and utilization of information in the cell. The final section
  covers current genomic technology, genetic aspects of development and human disease, and the genetics of populations.
  The course is designed for students who are not College of Biological Sciences majors; CBS majors should take Biol4003.
  Style: 90% Lecture, 5% Film/Video, 5% Discussion.
Grading: 4 exams, including the final, each worth 100 points. 4 pop quizzes, each worth 15 points, with the lowest quiz dropped.
Exam Format: Approximately 60 points of multiple choice, the rest short answer

GCD 3022 Genetics
3 credit(s); BIOL 1002 or BIOL 1009
Credit will not be granted if credit has been received for: BIOL 4003;
Instructor: Marahrens, York H
Description: Student may contact the instructor or department for information.

GCD 3033 Principles of Cell Biology
A-F only, 3 credit(s);
Instructor: Neufeld, Thomas Peter
Description: Introduction to the components and activities common to eukaryotic cells. Focus on structures such as chromosomes, membranes, organelles and the cytoskeleton, and processes including cellular communication, replication, motility, transport and gene expression. Emphasis on relevance to human health and medicine. Appropriate for non-CBS majors.

GCD 3485 Bioinformatic Analysis: Introduction to the Computational Characterization of Genes and Proteins
A-F only, 3 credit(s);
Instructor: Matthes, David J
Description: Students in this practical and hands-on course learn how to use computer applications for the manipulation and analysis of DNA, RNA, and protein sequences. Each student works with a human gene/protein of unknown function that they choose at the beginning of the semester. Over the course of the semester students carry out a complete bioinformatic analysis of their gene/protein, becoming the world-expert on it in the process. There are no quizzes or exams. Instead students have structured "problem sets" of analyses to carry out on their gene/protein and four scheduled individual meetings outside of class with the instructor to present their work on these and receive feedback to allow them to improve or extend their work. As a culminating experience students present their work to the class and write the Wikipedia page on their gene/protein.
Style: 25% Lecture, 10% Discussion, 25% Laboratory, 5% Student Presentation, 35% Demonstration.

GCD 4005W Cell Biology - Writing Intensive
A-F only, 4 credit(s); GCD major, [BioC 3021 or BioC 4331], [Biol 4003]
Credit will not be granted if credit has been received for: BIOL 4004; Meets CLE req of Writing Intensive
Instructor: Koepp, Deanna
Description: Student may contact the instructor or department for information.

GCD 4025 Cell Biology Laboratory
2 credit(s);
Instructor: Norrander PhD, Jan Marie
Description:

GCD 4034 Molecular Genetics
3 credit(s);
Instructor: Conklin, Kathleen F
Description: Student may contact the instructor or department for information.

GCD 4111 Histology: Cell and Tissue Organization
4 credit(s);
Instructor: Norrander PhD, Jan Marie
Description:

GCD 4134 Endocrinology
3 credit(s);
Instructor: Iwanij, Victoria
Description: Student may contact the instructor or department for information.

GCD 4143 Human Genetics
3 credit(s);
Instructor: Oetting, William Starr
Description:
GCD 4151 Molecular Biology of Cancer  
3 credit(s);  
Instructor: Starr, Tim  
Description:

GCD 4171 Stem Cells in Biology and Medicine  
A-F only, 3 credit(s); BIOL 4003, [BIOL 4004 or Concurrent registration is required (or allowed) in BIOL 4004 or instr consent ]Credit will not be granted if credit has been received for: SCB 8181;  
Instructor: Simon, Jeffrey A  
Description:

GCD 4793W Directed Studies: Writing Intensive  
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Voytas, Daniel F  
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Hordinsky, Maria K  
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Ervasti PhD, James M.  
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Largaespada, David Andrew  
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Straka, Robert J  
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Mc Carthy, James B  
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Simmons, Michael J  
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Petryk, Anna  
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Sachdev, Deepali  
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: Kirkpatrick, David T
GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Liao PhD, Dezhi
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Timm PhD, Gerald Wayne
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Maynard, Kristen Marie
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Grahnick, Jeffrey A
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Mashek, Douglas
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Voytas, Daniel F
Description: Student may contact the instructor or department for information.

GCD 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive
Instructor: Kawakami, Yasuhiko
Description: Student may contact the instructor or department for information.

GCD 4993 Directed Studies
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Matthes, David J
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Van Ness, Brian George
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Mc Ivor, R Scott
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Gale MD, Cheryl Ann
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Largaespada, David Andrew
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Gardner, Melissa Klein
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Carroll, Marilyn A
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Patterson DVM, Ned
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: O'Connor PhD, Michael B
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Simone, Donald A
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Simon, Jeffrey A
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Berman, Judith G
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Simmons, Michael J
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Brooker, Robert James
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Low, Walter C.
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Kirkpatrick, David T
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Farrar, Michael Archibald
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Bielinsky, Anja K
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Zhu, Dennis Weixi
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Firpo, Meri
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Gralnick, Jeffrey A
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Greenstein, David I.
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Tran PhD, Phu V
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Schwertfeger, Kaylee
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Kyba, Michael
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Kawakami, Yasuhiko
Description: Student may contact the instructor or department for information.

GCD 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Bagchi, Anindya
Description: Student may contact the instructor or department for information.

GCD 8008 Mammalian Gene Transfer and Expression
A-F only, 2 credit(s);
Instructor: Mc Ivor, R Scott
Description: Student may contact the instructor or department for information.
GCD 8073 Advanced Human Genetics
3 credit(s);
Instructor: Koob, Michael D
Description: Student may contact the instructor or department for information.

GCD 8131 Advanced Genetics and Genomics
3 credit(s);
Instructor: Greenstein, David I.
Description: Student may contact the instructor or department for information.

GCD 8161 Advanced Developmental Biology
3 credit(s);
Instructor: Greenstein, David I.
Description: This course considers key events and concepts in the development of vertebrate and invertebrate embryos through the detailed study of journal articles from the primary literature. Topics include gastrulation, left/right patterning, neural induction, segmentation, organogenesis, maternal determinants, axial patterning, growth control, and developmental timing. By completing reading summaries, participating in class discussion, and composing written paper critiques, students will become familiar with current findings in developmental biology, learn to critically read and discuss the literature, and become fluent with developmental terms and experimental approaches. As a discussion-based course, class attendance is mandatory.
Style: 67% Lecture, 33% Discussion.
Grading: 37% mid exam, 12% final exam, 12% reports/papers, 25% written homework, 12% in-class presentation.
Exam Format: take home

GCD 8900 Seminar
S-N only, 1-2 credit(s), max credits 8, 4 completions allowed;
Instructor: Somia, Nikunj V
Description: Student may contact the instructor or department for information.

GCD 8912 Genetic Counseling in Practice
A-F only, 4 credit(s);
Instructor: Zierhut, Heather
Description: Student may contact the instructor or department for information.

GCD 8914 Ethical and Legal Issues in Genetic Counseling
A-F only, 3 credit(s);
Instructor: LeRoy, Bonnie S
Description: Student may contact the instructor or department for information.

GCD 8920 Special Topics: Genetics and Reproduction: Law and Ethics
A-F only, 2 credit(s);
Instructor: Van Ness, Brian George
Description: Student may contact the instructor or department for information.

GCD 8993 Directed Studies
1-5 credit(s), max credits 15, 15 completions allowed;
Instructor: Hirsch, Betsy Anne
Description: Student may contact the instructor or department for information.

GCD 8993 Directed Studies
1-5 credit(s), max credits 15, 15 completions allowed;
Instructor: LeRoy, Bonnie S
Description: Student may contact the instructor or department for information.

GCD 8994 Research
S-N only, 1-5 credit(s), max credits 20, 20 completions allowed;
Instructor: LeRoy, Bonnie S
Description: Student may contact the instructor or department for information.

Geographic Information Science 414 Social Science Building
GIS 5530 GIS Internship
S-N only, 1-3 credit(s), max credits 6;
Instructor: McMaster,Susanna Akiko
Description: This course enables students in the MGIS program to earn 1-3 credits for work completed in conjunction with a GIS-related internship. Students must identify a faculty sponsor from the MGIS faculty and complete an internship contract as part of this registration process.

GIS 5572 ArcGIS II
3 credit(s);
Instructor: Lindberg,Mark B
Description: This is the second course in a series (following GIS 5571) and continues our examination of ArcGIS Desktop. Our attention will focus on four areas: 1) an overview of ArcGIS functionality; 2) design and construction of geodatabases; 3) Python scripting for ArcGIS; and 4) enterprise GIS. Students completing this course will be able to work independently at an advanced level with ArcGIS Desktop.
Style: 20% Lecture, 20% Discussion, 30% Laboratory, 5% Small Group Activities, 5% Student Presentation, 20% Demonstration.
Grading: 30% special projects, 20% class participation, 50% laboratory evaluation.

GIS 5575 Surveying and the Global Positioning System (GPS)
2 credit(s);
Instructor: Zenk,David A
Description: This course provides an introduction to surveying techniques of use to GIS professionals, including the Global Positioning System. Topics include: basic traditional survey methods, including horizontal and vertical location techniques; geodesy; data adjustment; datums and ellipsoids; coordinate systems; and transformations.
Style: 80% Lecture, 10% Discussion, 10% Laboratory.
Grading: 40% mid exam, 40% final exam, 20% problem solving.
Exam Format: Multiple choice

GIS 5577 Spatial Database Design and Administration
3 credit(s);
Instructor: Kne,Len
Description: GIS 5577 will cover several broad topics, (1) basic spatial database design, (2) spatial queries, and (3) spatial database administration. This is an applied course that exposes students to two spatial databases (Postgres + PostGIS and Esri SDE server). The lab component will have people installing and managing spatial databases, as well as writing spatial queries. The typical student taking the class will have completed several GIS classes, but not have much exposure to databases.
Style: 50% Lecture, 50% Laboratory.

GIS 5578 GIS Programming
3 credit(s);
Instructor: Swobodzinski,Martin
Description: Programming techniques using Python in the context of ArcGIS 10 (ArcPy and Model Builder). Lecture and hands-on lab component. Graded and ungraded lab challenges and graded (individual or two-person group) final project (paper) in the research area of interest identified by the students. No prior programming experience necessary but prior experience with ArcGIS expected.

GIS 8990 Research Problems in GIS
A-F only, 1-6 credit(s), max credits 6, 3 completions allowed;
Instructor: Lindberg,Mark B
Description: Student may contact the instructor or department for information.

GIS 8990 Research Problems in GIS
A-F only, 1-6 credit(s), max credits 6, 3 completions allowed;
Instructor: McMaster,Susanna Akiko
Description: Students in the MGIS program can complete a GIS project of sufficient scope/complexity to document student's ability to apply spatial analysis and visualization techniques to real-world problems. Supervised by a MGIS faculty member.

Geography  414 Social Sciences Building

Geog 1301W Our Globalizing World
Geog 1425 Introduction to Meteorology
4 credit(s); Credit will not be granted if credit has been received for: ESPM 1425; Meets CLE req of Global Perspectives; meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: It is common today to talk about living in a global world and for much of our lives the world has been nothing a global world. Why then a course on globalization? First, it is important to think about the forces that have come to shape other world we live in. We need to ask why is the world economy organized the way it is? How is our security tied into the development of global geopolitics? Is global culture wiping away the differences between places? Second, we need to look at how globalization continues to shape the world we live in. Global connections between places are constantly changing. The forces of globalization continue to have an impact on our lives and our livelihoods; they continue to shape the lives and livelihoods of others. The possibilities that people in different parts of the world and of different situations have for a good life is very much tied to the nature, the density and the profound unevenness of global connections. Geography is a discipline particularly suited for the study of globalization because of its focus on the spatial dimensions of globalization. Attending to this dimension gives the geographer a unique ability to understand the connections and differences between places, the way that these geographical relations shape our experience of the world, and what it means to live in a world in which our everyday lives are lived amid relations that stretch around the world. Geography involves more than asking ‘where?, it also involves asking how and why places are like they are, and seeks to understand the geographical processes and relations that made them that way. It involves understanding the world ‘in the making?. Not just a ‘global? world, but a world that is dynamic and continuously changing. Not just a world of differences, but a world in which differentiation is continuously occurring: a globalizing world.

Geog 1372 Geography of Global Cities
3 credit(s); Credit will not be granted if credit has been received for: GLOS 1672; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: STAFF
Description: Course Instructor: Bill Lindeke Like it or not, you live in a deeply interconnected world. During your lifetime, we have entered an urban age where the majority of the world’s population lives in cities. This class focuses on the twin forces of globalization and urbanization by looking at different cities and places around the world, and the flows and connections between them. The course is organized around three key questions: #1) What is a city? (In other words, how do we ‘read? a city? Should be think about cities as unified and organic? Should be think about cities as constantly contested and volatile? #2) Why is there inequality around the world? (In other words, why is there such a difference between ?the Global South? and ?the Global North?? How are cities different culturally, physically, and economically? Why are some cities urbanizing rapidly, while others populations are flat or declining?) #3) How is globalization changing cities around the world? (In other words, are cities increasingly connected? Increasingly policed? Increasingly equal? Increasingly unequal? Both? Are Minneapolis and St Paul ?globalized? or ?globalizing??) Hopefully, by the end of the semester, you’ll be able to begin to answer these questions!
Style: 70% Lecture, 15% Discussion, 5% Small Group Activities, 5% Field Trips, 5% Guest Speakers.
Grading: 15% mid exam, 20% final exam, 1% reports/papers, 2% special projects, 10% quizzes, 35% reflection paper. 1 Final Exam 1 Midterm Exam 4 Map Quizzes 10 Reading Reactions 2 Fieldwork essays 1 Research Paper
Exam Format: mixed multiple choice, short answer, and essay: approx. 1/3 each.

Geog 1403 Biogeography of the Global Garden
4 credit(s); Meets CLE req of Biological Sciences; meets CLE req of Environment
Instructor: St. George, Scott
Description: Biogeography helps us understand how (and more importantly, why) plants and animals are distributed around the globe. Each species on our planet has its own history, its own behavior and a set of adaptive traits that allow it to flourish in certain places and under certain conditions. At the same time, plants and animals, either as individuals or as groups, are affected by their physical surroundings and by other organisms. If we want to be wise stewards of biodiversity and natural resources, it’s crucial that we understand the dynamic relationship between living things and the environment. Biogeography uses ideas from biology, geography and history to explain the panorama of life on Earth. This course provides students with a broad introduction to important concepts and issues in ecology and environmental science. Over the semester, we’ll investigate how weather and climate affects the distribution of species, how individuals interact with their own species and others, and discuss why species expand or go extinct. Within this framework, we’ll also examine the many ways humans, either as individuals or in groups, act as agents of biotic change. Most of us live in cities and other built environments, and it can sometimes be difficult to appreciate how the natural world affects our day-to-day lives. But even if we don’t realize it, all of us depend on other living things for a wide range of ecological ‘services’. Whether it’s providing the biological inspiration for new drugs, reducing our collective impact on the Earth’s climate or protecting our homes from floods or other natural hazards, the biosphere has an enormous impact on us all. Ultimately, if we can understand the many factors that give our planet its amazing biodiversity, we’ll be better able to plan for its future and we’ll respond more effectively when faced with environmental challenges.
Style: 60% Lecture, 40% Laboratory.

Geog 1425 Introduction to Meteorology
4 credit(s); High school algebra Credit will not be granted if credit has been received for: ESPM 1425; Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Snyder, Peter K
Description: Student may contact the instructor or department for information.

Geog 1502 Mapping Our World
3 credit(s); Meets CLE req of Social Sciences; meets CLE req of Technology and Society
Instructor: STAFF
Description: Instructor: Dudley Bonsal We will learn about mapping our world by understanding how maps work, making our own maps, mapping virtual worlds like Facebook, and understanding how people use maps to tell stories and lies. Along the way, we will see how mapping is a useful lens through which to understand interactions between technology and society. This class fulfills the Society and Technology LE.
Style: 30% Lecture, 20% Discussion, 20% Small Group Activities, 30% Web Based.
Grading: 18% mid exam, 13% final exam, 13% special projects, 11% class participation, 45% laboratory evaluation.
Exam Format: Exams are multiple choice and offered during the semester. The project is done in the final two weeks.

Geog 1973 Geography of the Twin Cities
3 credit(s); Credit will not be granted if credit has been received for: GEO 1009; Meets CLE req of Social Sciences
Instructor: Pentel, Paula R
Description: This course is a survey of the historical and contemporary geographical patterns of the Twin Cities metropolitan area. Questions raised include: Where are things located? (industry, transportation, housing, people of diverse backgrounds and resources, retail trade and services) Why are they located as they are? What are things like at the neighborhood level and how have these changed over time? How do economic and demographic forces produce changes on the landscape? How do publicly sponsored planning and redevelopment programs try to correct the consequences of past actions? Class format is lecture and discussion. Questions are encouraged. Visual materials (power-point, overhead transparencies, slides, and occasional videos) will be used extensively. Course materials are the same for Geog 1973 and Geog 3973, but those registered in 3973 are expected to perform at a much higher level of analysis, and this will be reflected in the point scale for assignments. Two large field studies make up the bulk of the work and most of the readings are on E-reserve.
Style: 75% Lecture, 10% Film/Video, 10% Discussion, 5% Small Group Activities.
Grading: 15% mid exam, 25% final exam, 60% reports/papers.

Geog 3101 Geography of the United States and Canada
4 credit(s); Credit will not be granted if credit has been received for: GEOG 3102; Meets CLE req of Social Sciences
Instructor: STAFF
Description: The ideal strategy for learning about the geography of the United States and Canada would be to hire a helicopter and fly all over both countries. That strategy patently is impractical, so I have done the hard work for you. Over the years I have traveled to all parts of these countries and taken color slides, which are my class lecture notes. In each class I share with you my slides, observations, and experiences in different regions. I wish I could go back to each area each year, but that is impossible, so some of my slides cannot be quite as recent as I might like. The instructor has a quirky sense of humor, and the lectures are interesting.
Style: 100% Lecture.
Grading: 60% mid exam, 30% final exam, 10% reports/papers.

Geog 3111 Geography of Minnesota
3 credit(s);
Instructor: STAFF
Description: This course satisfies both the environment and citizenship/public ethics themes of the liberal education requirements The course treats Minnesota as the outcome of ? the numerous debates about the role of government, commonly termed public policy, debates that are prompted by the demands of individuals, corporations, and governments and are usually about goods and services ? the response of those same individuals, corporations, and governments to such public policy The political and legal entity we know as Minnesota - comprising space and people - reflects the result of several iterations of debate and response involving the federal, state, and local governments All of its tangible and intangible geographical characteristics have evolved as we have "muddled through" 150 years
Style: 50% Lecture, 50% Laboratory. One hour class per week; One hour computer lab per week.
Grading: 100% reports/papers.

Geog 3371W Cities, Citizens, and Communities
4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Munoz, Lorena
Description: In this course students will understand, explore, analyze, write and experience how urban spaces are produced through the interactions of different social groups that come together in various urban spaces within a city. Students will understand, how urban spaces (cities) in the United States are created, (re)created and experienced in everyday life through different social group interactions. Students will explore how intersections of race, class, gender and sexuality help create diverse and often contested areas/neighborhoods within and among cities. Through theoretical,
historical and contemporary perspectives of urban space, students will analyze and write about the production of cultural spaces in the city. In particular, students will explore the role of urban cultural systems through a series of films and novels that highlight different urban neighborhoods in the U.S. Finally, students will experience and analyze urban cultural spaces first hand through a required group active learning project. Students will have the opportunity to engage with communities, cultural spaces and places in the Twin Cities. The project will combine ethnographic, visual and other research methods to facilitate a process of analysis and learning through direct personal experiences. Please note that this is a writing intensive course. Writing-intensive courses require a significant amount of writing?minimally ten to fifteen finished pages beyond informal writing and any in-class examinations. Students in WI courses are given instruction on the writing aspect of the assignments, and these assignments include at least one for which students are required to revise a draft after receiving feedback.

**Geog 3374W The City in Film**
4 credit(s); Credit will not be granted if credit has been received for: GEOG 5374W; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
Instructor: Munoz, Lorena
Description: Movies are a popular mode of discourse in our globalized society. We have all grown up watching movies or at least familiar with the concept of cinema as entertainment. Yet, movies do more than entertain. Our understanding of our world is mediated in part, through cinematic representations. In this class we analyze how films have represented and negotiated meanings of cities across the world at various historical moments. Also, through representations of cities in film, we can also understand how race, class, gender, sexuality and ability throughout the twentieth century and into the early twenty-first are mediated, coded, read and resisted. In this course, we will view films in which the city, or ideas about the `urban? play an important role in understanding urban global issues. We will watch films from the 1920s through 2012 from various countries across the globe. We will focus on a number of themes: Urban form and development; social and cultural conflict in cities; political and economic processes; gender and sexuality; utopian and dystopian views of cities and immigration and labor. We will watch both popular and art house films. How can popular films like The Lion King (1994) a Walt Disney animated feature, that many people would consider apolitical and meaningless entertainment, be important in understanding American late 20th Century dominant ideologies of patriarchal capitalism?

**Geog 3379 Environment and Development in the Third World**
A-F only, 3 credit(s); Soph or jr or sr; Credit will not be granted if credit has been received for: GLOS 3303; Meets CLE req of Environment; meets CLE req of Social Sciences
Instructor: Bialostosky, Ivan Julius
Description: Student may contact the instructor or department for information.

**Geog 3381W Population in an Interacting World**
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: The aim of this course is to provide students with a multi-disciplinary understanding of and appreciation for human population phenomena and problems in different parts of the world and at different geographic scales ? from the local to the global. This involves an investigation of the different components of population change - fertility, mortality and migration of human populations - and an engagement with different, often competing, explanations of these population phenomena that have been offered by social scientists. One of the major learning objectives is to create an awareness that in order to understand and explain population phenomena and problems in different places and countries of the world we have to become knowledgeable about the economic, political, social, cultural and environmental context within which these take place and the importance of the nature of interactions between different parts of the world. Throughout the course, particular emphasis is placed on understanding and critically reflecting on a) contemporary population problems at the global, national and local scale, including the world population explosion, both dramatic decline and persistence of high levels of fertility in parts of the developing world, record-low fertility and population aging in highly industrialized countries, the HIV-AIDS epidemic and major health problems, environmental disasters and population health, increasing levels of international migration, refugee crises, massive rural to urban migrations in the less developed world; b) policies adopted to address these problems such as family planning policies to reduce fertility levels and immigration policies; and c) the gender dimension of contemporary population problems and policies. In addition, students will learn about basic sources, measures, and methods of representation used in the study of human population phenomena, and gain basic skills and experience in data analysis, interpretation, and writing research reports.
Style: 75% Lecture, 15% Film/Video, 10% Discussion.
Grading: 20% mid exam, 30% final exam, 50% reports/papers.
Exam Format: Multiple choice, short answer, and essay

**Geog 3401 Geography of Environmental Systems and Global Change**
A-F only, 4 credit(s); Credit will not be granted if credit has been received for: GEOG 5401; Meets CLE req of Environment
Instructor: STAFF
Geog 3511 Principles of Cartography

Description: This course is a broadly conceived introduction to environmental science and environmental change. Our focus is on understanding the environmental "systems" themselves - the climate, the biosphere, and the land surface - as well as how these systems interact with human decisionmaking to create our total "environment." We use global climate change as an exemplar of an environmental change that has the potential for far-reaching consequences. We begin with a substantial unit on the science of climate: the flows of energy; the important roles of water; principles of atmospheric circulation and atmosphere-ocean interactions; and the resulting spatial patterns of climate on which much of human infrastructure (e.g., levees, building codes) and activity (e.g., agriculture, recreation) is predicated. We follow with units on soils/landforms and on ecosystems, including the processes at work that affect the functioning of these systems - nutrient cycles, weathering processes, disturbances (fire, earthquakes, etc.) - and that influence how humans have decided to live on, and use, the land. We spend the last several weeks of the semester looking specifically at questions of future climate change as presented in current reports on the science of climate change, its impacts, and possibilities for adaptation and/or mitigation. The activities and decisions of society in creating and/or altering environmental systems are infused throughout the course, including the values implicit in our activities and decisions. The capstone project of the course - the term paper - is designed to bring together the science of the environment with the choices of society via a study of the likely impacts of climate change for a particular location. What environmental processes and human activities are important for that specific place? What kinds of climate changes may occur in that location, and how might these changes affect the environment and the people living in that area? What might people in that place "do" about these impacts? We will use various climate-impacts assessment documents and the results of your own work as the basis for a number of in-class discussions: Do different places have different concerns regarding climate change, and do they have different constraints in the ability of the people living there to mitigate or adapt to those changes? What is the role of individual choice and of social-political "rules" (e.g., availability of flood or crop insurance) in dealing with (or reacting to) environmental change? What are the global consequences of local (or national) environmental decisions (the ethics of international humanitarian relief, creation of "environmental refugees," etc.)? It is unlikely that there will be consensus among us as to what should be “done” about climate change; deeper insights into the challenges, however, are almost certain!

Grading: 35% reports/papers, 35% written homework, 30% additional semester exams.

Geog 3411W Geography of Health and Health Care

Instructor: Neely, Abigail

Description: An exploration of global health problems? and global health solutions.? How are health problems defined? Who defines them? What are the solutions for health problems? Who defines them? Diabetes in Detroit, HIV/AIDS in Lake Victoria, Uganda, the WHO headquarters in Geneva, and the Delta Health Center in Mound Bayou, Mississippi are all part of a complicated web of global health problems and solutions. In the Geography of Health and Health Care (GEOG 3411W) we will turn a critical eye on health problems and the various solutions that have been created to address them in order to better understand global health. We will be approaching global health geography from at least four angles: 1. How do places (local environments and cultures) shape health around the world? 2. How do the interactions between people and their environment (inside bodies and outside of bodies) shape health? 3. What can biomedical science tell us about what makes people sick? What can’t it tell us? 4. How are global and local forces connected through health and through individuals? How do global actors create solutions for local health problems and how do local health problems become global problems? GEOG 3411W is writing intensive and there are no prerequisites.

Grading: 35% reports/papers, 35% written homework, 30% additional semester exams.

Geog 3511 Principles of Cartography

Instructor: Lindberg, Mark B

Description: The course provides a general introduction to cartography (broadly defined). Our primary emphasis will be on map making, with lesser emphases on cartographic research and the history of cartography. Lectures will focus on modern cartographic design principles and how they were developed. Lab assignments help develop skills using digital tools for producing effective maps. Cartography is a very old discipline and over the centuries a particular map vocabulary was developed. By the end of the course you will have a good understanding of this vocabulary and how it impacts your ability to make maps that are both attractive and effective.

Style: 60% Lecture, 40% Laboratory.

Grading: 20% mid exam, 20% additional semester exams, 10% class participation, 50% laboratory evaluation.

Geog 3523 Digital Mapping: Introduction to Making Online Maps for the Humanities and Sciences

Instructor: Harvey, Francis

Description: Digital Mapping focuses on the uses of digital technologies with an emphasis on teaching you about creating online maps and using digital geobrowser technologies. This is an introductory course having no prerequisites. For some of you it follows on the Digital Planet course you took last semester, which is sound preparation, but not required. Technologies you will work with include Google Earth, NASA WorldWind, Quantum GIS, and GPS data processing. You will also have access to GPS equipment and video equipment for work on a project creating a personal GeoDiary. You will have access to computers during class, but you can also bring your own computer and install the software you need. Much of the work in Digital Mapping (DM) will involve manipulating data, preparing analysis, and making on-line interactive maps,
called mash-ups. The technologies we will use offer a broad range; some may say unlimited number of possibilities useful in any field. The interactive learning environment of class meetings and the studio approach to work means you will almost be working hands-on making maps. The focus in the first weeks will be on learning the technology of Google Earth, to allow you to do creative and stimulating work. This course won’t turn you into a programmer, but you will learn to work with basic scripts and some parts of the “black box”. Also, for a variety of reasons the focus will be on Google Earth, but we will also consider other geobrowsers and ways to access and display geographic information online and you’re heartily encouraged to bring up examples.

**Style:** 10% Lecture, 20% Discussion, 60% Small Group Activities, 5% Student Presentation, 5% Guest Speakers. You will need to work outside of class to complete work begun in the classroom.

**Grading:** 40% special projects, 40% written homework, 20% class participation. You will need to create a GeoDiary for class.

**Geog 3973 Geography of the Twin Cities**

3 credit(s); Credit will not be granted if credit has been received for: GEO 1009; Meets CLE req of Social Sciences

**Instructor:** Pentel, Paula R

**Description:** This course is a survey of the historical and contemporary geographical patterns of the Twin Cities metropolitan area. Questions raised include: Where are things located? (industry, transportation, housing, people of diverse backgrounds and resources, retail trade and services) Why are they located as they are? What are things like at the neighborhood level and how have these changed over time? How do economic and demographic forces produce changes on the landscape? How do publicly sponsored planning and redevelopment programs try to correct the consequences of past actions? Class format is lecture and discussion. Questions are encouraged. Visual materials (power-point, overhead transparencies, slides, and occasional videos) will be used extensively. Course materials are the same for Geog 1973 and Geog 3973, but those registered in 3973 are expected to perform at a much higher level of analysis, and this will be reflected in the point scale for assignments. Two large field studies make up the bulk of the work and most of the readings are on E-reserve.

**Style:** 75% Lecture, 10% Film/Video, 10% Discussion, 5% Small Group Activities.

**Grading:** 15% mid exam, 25% final exam, 60% reports/papers.

**Geog 3985V Honors Senior Project Seminar**

4 credit(s); Meets CLE req of Writing Intensive

**Instructor:** Hart, John Fraser

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

**Geog 3985W Senior Project Seminar**

4 credit(s); Meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** The senior project seminar is a capstone course that encourages you to demonstrate what you have learned and what you learned to do as a Geography major. The instructor will guide you through a simulated research project that will require you (a) to extract relevant data from primary sources, such as the censuses of population and agriculture; (b) to convert these data into appropriate maps and graphs; and (c) to write a carefully polished paper that describes what you have discovered, and demonstrates your skills to a prospective employer. Class Time: one group meeting, subsequent weekly one-on-one half-hour meetings with the instructor. Work Load: six to ten hours extracting census data, twenty to forty hours constructing maps and graphs, fifty plus hours writing and polishing your final paper. Grade: 100% on the quality of the final paper.

**Style:** Limited in-class meetings and one-on-one consultation with instructor

**Grading:** 100% reports/papers.

**Geog 3994 Directed Research**

1-8 credit(s), max credits 12, 12 completions allowed;

**Instructor:** Squires, Roderick H

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

**Geog 3994H Honors: Directed Research**

1-8 credit(s), max credits 12, 12 completions allowed;

**Instructor:** Larson, Jodi

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

**Geog 3996 Senior Project Directed Research**

A-F only, 3-4 credit(s), max credits 8; instr consent, dept consent, college consent Credit will not be granted if credit has been received for: GEOG 3996H;

**Instructor:** Squires, Roderick H

**Description:** Student may contact the instructor or department for information.
"environmental refugees," etc.)? It is unlikely that there will be consensus among us as to what should be "done" about consequences of local (or national) environmental decisions (the ethics of international humanitarian relief, creation of people living there to mitigate or adapt to those changes? What is the role of individual choice and of social-political "rules" different places have different concerns regarding climate change, and do they have different constraints in the ability of the impacts assessment documents and the results of your own work as the basis for a number of in-class discussions: Do the people living in that area? What might people in that place "do" about these impacts? We will use various climate-change for a particular location. What environmental processes and human activities are important for that specific - is designed to bring together the science of the environment with the choices of society via a study of the likely impacts of change as presented in current reports on the science of climate change, its impacts, and possibilities for adaptation and/or mitigation. The activities and decisions of society in creating and/or altering environmental systems are infused throughout the course, including the values implicit in our activities and decisions. The capstone project of the course - the term paper - is designed to bring together the science of the environment with the choices of society via a study of the likely impacts of climate change for a particular location. What environmental processes and human activities are important for that specific place? What kinds of climate changes may occur in that location, and how might these changes affect the environment and the people living in that area? What might people in that place "do" about these impacts? We will use various climate-impacts assessment documents and the results of your own work as the basis for a number of in-class discussions: Do different places have different concerns regarding climate change, and do they have different constraints in the ability of the people living there to mitigate or adapt to those changes? What is the role of individual choice and of social-political "rules" (e.g., availability of flood or crop insurance) in dealing with (or reacting to) environmental change? What are the global consequences of local (or national) environmental decisions (the ethics of international humanitarian relief, creation of "environmental refugees," etc.)? It is unlikely that there will be consensus among us as to what should be "done" about the course, including the values implicit in our activities and decisions. The capstone project of the course - the term paper - is designed to bring together the science of the environment with the choices of society via a study of the likely impacts of climate change for a particular location. What environmental processes and human activities are important for that specific place? What kinds of climate changes may occur in that location, and how might these changes affect the environment and the people living in that area? What might people in that place "do" about these impacts? We will use various climate-impacts assessment documents and the results of your own work as the basis for a number of in-class discussions: Do different places have different concerns regarding climate change, and do they have different constraints in the ability of the people living there to mitigate or adapt to those changes? What is the role of individual choice and of social-political "rules" (e.g., availability of flood or crop insurance) in dealing with (or reacting to) environmental change? What are the global consequences of local (or national) environmental decisions (the ethics of international humanitarian relief, creation of "environmental refugees," etc.)? It is unlikely that there will be consensus among us as to what should be "done" about
climate change; deeper insights into the challenges, however, are almost certain!

**Grading:** 50% reports/papers, 30% written homework, 20% additional semester exams. 35% term paper, 15% additional paper, 30% homework assignments, 20% exams

**Geog 5426 Climatic Variations**

3 credit(s);

**Instructor:** St. George, Scott

**Description:** How has our climate changed in the past? What caused those changes, and can understanding the Earth’s climate history help us better predict the future? Does the past really matter? In this seminar course, we will examine these questions through the lens of paleoclimatology, which uses physical and cultural evidence to make inferences about climates of the past. We will review the processes that govern our modern climate and explore what paleoclimate records tell us about how these systems respond to (and express) climate change. In the process, we will learn how insights drawn from the past can help inform discussions of contemporary issues linked to climate change, hazards and the management of natural resources. Case studies will be selected to focus on the Holocene (the last 10 ka) and, to a lesser degree, the climate of North America. By the end of the semester, students will be able to explain how paleoclimatology helps address grand challenges in Climatology and Earth Systems Science. They will be familiar with the core techniques used by scientists at the University of Minnesota to make inferences about past climates. They will also be able to provide examples that illustrate how adopting the ?Long View? can support risk assessment and wise stewardship of natural resources. More generally, they will have improved their ability to understand and synthesize scientific articles and will have developed skills to help them communicate about complex ideas in a clear and concise manner.

**Style:** 35% Lecture, 30% Discussion, 15% Student Presentation.

**Grading:** 30% reports/papers, 15% reflection paper, 30% in-class presentation, 25% class participation.

**Geog 5511 Principles of Cartography**

3 credit(s);

**Instructor:** Lindberg, Mark B

**Description:** The course provides a general introduction to cartography (broadly defined). Our primary emphasis will be on map making, with lesser emphases on cartographic research and the history of cartography. Lectures will focus on modern cartographic design principles and how they were developed. Lab assignments help develop skills using digital tools for producing effective maps. Cartography is a very old discipline and over the centuries a particular map vocabulary was developed. By the end of the course you will have a good understanding of this vocabulary and how it impacts your ability to make maps that are both attractive and effective.

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

**Grading:** 15% mid exam, 15% special projects, 15% additional semester exams, 10% class participation, 45% laboratory evaluation.

**Geog 5563 Advanced Geographic Information Science**

3 credit(s);

**Instructor:** Harvey, Francis

**Description:** In this Advanced Geographic Information Science (GEOG 5563) you will advance your GIS abilities by connecting GIScience concepts to GIS skills. For graduate students this course helps develop a broad scientific grounding in GIS that provides a solid conceptual footing for other courses and work. For undergraduates this course provides an opportunity to learn fundamentals of GIScience concepts and related GIS skills. Accordingly, the assignments and project in this course involve different activities and deliverables. Graduate students engage more intensely with concepts and understand more of the foundations for academic and professional GIS careers. Undergraduates learn to evaluate and apply GIS operations and make connections with fundamental issues.

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

**Grading:** 36% reports/papers, 54% written homework, 10% class participation.

**Geog 5564 Urban Geographic Information Science and Analysis**

3 credit(s);

**Instructor:** Matson, Jeffrey Karl

**Description:** This course introduces students to basic concepts of urban geographic information science through a series of lab exercises, lectures and guest speakers from the urban GIS field. Students will become familiar with many sources of urban GIS data including Census, crime, transportation and parcel-level data. The first half of the course will focus on the creation of a city geodatabase, mapping and analysis using an online textbook and lab exercises. The second half of the course will focus on key research areas in urban GIS as well as a community-initiated group mapping project. We will also bring in a number of experts and practitioners to broaden out understanding of urban GIS systems and applications.

**Style:** 30% Lecture, 40% Laboratory, 10% Small Group Activities, 5% Student Presentation, 15% Guest Speakers.

**Grading:** 10% mid exam, 20% special projects, 5% attendance, 15% in-class presentation, 5% class participation, 45% laboratory evaluation.

**Geog 8002 Research Methods in Geography**
Geog 8107 Geographic Writing
S-N only, 3 credit(s);
Instructor: Neely, Abigail Helen
Description: Student may contact the instructor or department for information.

Geog 8200 Seminar: Urban Geography
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Kayzar, Brenda
Description: Rebuilding Place: Reconciling reinvestment and gentrification. This seminar in Urban Geography will focus on issues of conflict in changing center city urban communities. Community improvement is shaped by shifting markets, political wills, and social change. Through the lens of housing as shelter, commodity, identity, and space of reproduction, we will explore the various ways community is envisioned and negotiated in the revitalization, gentrification, social and environmental justice, ‘right to housing’, and ‘right to the city’ literatures.
Grading: 70% reports/papers, 30% reflection paper. Annotated bibliographies (30%) will be produced from readings each week, along with a final paper (70%)

Geog 8292 Seminar in GIS: Spatial Analysis and Modeling
3 credit(s);
Instructor: Swobodzinski, Martin
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Lindberg, Mark B
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Leitner, Helga
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: McMaster, Robert B
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Hart, John Fraser
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Samatar, Abdi Ismail
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Klink, Katherine
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Sheppard, Eric
Description: Student may contact the instructor or department for information.
Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Squires, Roderick H
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Braun, Bruce Philip
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Gidwani, Vinay Krishin
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Harvey, Francis
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Henderson, George Lawlor
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Manson, Steven M.
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Kipfmüller, Kurt
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Saldanha, Arun
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Kayzar, Brenda
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Munoz, Lorena
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Swobodzinski, Martin
Description: Student may contact the instructor or department for information.

Geog 8970 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Neely, Abigail Helen
Description: Student may contact the instructor or department for information.
Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Lindberg, Mark B
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Leitner, Helga
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Mc Master, Robert B
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Hart, John Fraser
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Samatar, Abdi Ismail
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Klink, Katherine
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Sheppard, Eric
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Squires, Roderick H
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Braun, Bruce Philip
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Gidwani, Vinay Krishin
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Harvey, Francis
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Henderson, George Lawlor
Description: Student may contact the instructor or department for information.
Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Manson, Steven M.
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Kipfmueller, Kurt
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Saldanha, Arun
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Kayzar, Brenda
Description: Student may contact the instructor or department for information.

Geog 8990 Research Problems in Geography
1-5 credit(s), max credits 10;
Instructor: Swobodzinski, Martin
Description: Student may contact the instructor or department for information.

Geological Engineering  122 Civil & Mineral Engineering

GeoE 3301 Soil Mechanics I
A-F only, 3 credit(s);
Instructor: Guzina, Bojan B
Description: Student may contact the instructor or department for information.

GeoE 4102W Capstone Design
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Marasteanu, Mihai
Description: Student may contact the instructor or department for information.

GeoE 4301 Soil Mechanics II
A-F only, 3 credit(s); [3301 or CE 3301], upper div CSE] or instr consent Credit will not be granted if credit has been received for: CE 4301;
Instructor: Labuz, Joseph F
Description: Student may contact the instructor or department for information.

GeoE 4352 Groundwater Modeling
A-F only, 3 credit(s); [4351, CE 4351, [CSE upper div or grad student]] or instr consent Credit will not be granted if credit has been received for: CE 4352;
Instructor: Strack PhD, Otto D
Description: Student may contact the instructor or department for information.

GeoE 8300 Seminar: Geomechanics
S-N only, 1-3 credit(s), max credits 4, 4 completions allowed; Credit will not be granted if credit has been received for: CE 8300;
Instructor: Mogilevskaya, Sofia
Description: Student may contact the instructor or department for information.

Geriatrics  15-209 MoosT

Geri 7100 Oral Health Services for Older Adults Seminar
2 credit(s);
Instructor: Shuman, Stephen K
Description: Student may contact the instructor or department for information.

**Geri 7200 Advanced Clinical Geriatric Dentistry**
- A-F only, 1-10 credit(s), max credits 10, 1 completion allowed;
- Instructor: Shuman, Stephen K
- Description: Student may contact the instructor or department for information.

**Geri 7210 Geriatric Hospital Dentistry**
- 1-6 credit(s), max credits 6, 1 completion allowed;
- Instructor: Ofstehage, John Charles
- Description: Student may contact the instructor or department for information.

---

**German 320 Folwell Hall**

**German 1001 Beginning German**
- 5 credit(s);
- Instructor: STAFF
- Description: German 1001 is intended for beginners and introduces students to the four language skills areas: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, Wende, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called Oktoberfest, a mystery which takes place in Munich, and grammar reference materials. Students will also complete a variety of writing activities, including essays. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation for each class session hour.
- Style: mostly discussion and student involvement and interaction.
- Grading: 10% final exam, 12% reports/papers, 4% special projects, 33% quizzes, 28% class participation, 13% other evaluation. reading/group work assignments and computer and audio lab.
- Exam Format: written.

**German 1002 Beginning German**
- 5 credit(s);
- Instructor: Steinhagen, Virginia I
- Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for policies, including fee and financial aid restrictions. This course is designed to help you learn German through a proficiency-oriented process that presents practical information in real-life topics and scenarios. It will prepare you to communicate in the kinds of situations that are likely to arise when traveling in a German-speaking country. In each lesson you will complete learning activities and assessments in this course site and other online activities in the Wende Web site.
- Style: Online
- Grading: See attached syllabus
- Exam Format: Online

**German 1003 Beginning German**
- 5 credit(s);
- Instructor: STAFF
- Description: German 1003 is intended for students who have completed German 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, Wende, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called Grenzverkehr and grammar reference materials. By the end of the course students should be able to compare the German and American educational systems, and describe free-time activities and career choices. They will also have become familiar with various contemporary social issues in the German-speaking countries. Several class sessions will help familiarize students with computer and Internet resources. This course includes process writing assignments. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation time for each class session hour.
- Style: Mostly discussion and student involvement and interaction.
- Grading: 10% final exam, 12% reports/papers, 8% special projects, 27% quizzes, 22% class participation, 21% other evaluation. reading/group work assignments and computer/audio lab
- Exam Format: written
Ger 1003 Intermediate German
5 credit(s);
Instructor: STAFF
Description: Students in this course will be working with the course-packet Sprunge and the accompanying listening exercises on Sprunge-Online, short literary texts, a feature film, and online cultural exercises. Topics covered in this course will include free-time activities and travel, living situations, the German educational system and career decisions. 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. PARTIALLY ONLINE SECTIONS: The instruction and content are delivered by a combination of in class face-to-face meetings and a wide range of independent and collaborative online activities with short (frequent) due dates. Most weeks will have 3 face-to-face sessions and 2 online work-days, in addition to regular homework. This course requires a considerable amount of independent work to be completed online outside of the classroom contact hours. To help assess whether online learning is right for you, see these guides at the Digital Campus website: http://digitalcampus.umn.edu/resources/onlinelearningassessment.html.
Style: varies with instructor
Grading: 10% final exam, 15% reports/papers, 6% special projects, 30% quizzes, 8% in-class presentation, 25% class participation, 6% other evaluation. Role-plays
Exam Format: written, oral interviews

Ger 1004 Intermediate German
5 credit(s);
Instructor: STAFF
Description: 1004 builds on the skills taught in 1003. Students work with the course-packet Sprunge 1004, read the book Sonnenallee, listen to podcasts, and watch a feature film. Topics include Berlin, film and art, family and youth, and issues of multiculturalism. The program has a communicative and functional orientation. German 1004 reviews German language structures and helps students expand their communicative skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of language. Students participate regularly in conversational activities, small group work and role-plays. Process-writing essays and interviews round out the course. Books: Sprunge 1004 Course Packet Brussig, Thomas. Am kurzeren Ende der Sonnenallee. Easy Reader version. PARTIALLY ONLINE SECTIONS: The instruction and content are delivered by a combination of in class face-to-face meetings and a wide range of independent and collaborative online activities with short (frequent) due dates. Most weeks will have 3 face-to-face sessions and 2 online work-days, in addition to regular homework. This course requires a considerable amount of independent work to be completed online outside of the classroom contact hours. To help assess whether online learning is right for you, see these guides at the Digital Campus website: http://digitalcampus.umn.edu/resources/onlinelearningassessment.html.
Style: varies with instructor.
Grading: 10% final exam, 10% reports/papers, 15% quizzes, 15% additional semester exams, 29% class participation, 21% other evaluation. Other evaluation includes interviews, listening and reading exercises.
Exam Format: The exams and quizzes test vocabulary, grammar, reading or listening, and writing.

Ger 1022 Beginning German Review
5 credit(s);
Instructor: STAFF
Description: Intended for students with previous experience in German, primarily those who have studied German in high school or at community colleges, or who are transfer students. The course involves intensive review of all four language modalities (listening, reading, speaking, writing), with a proficiency emphasis to prepare for German 1003. By the end of the course students should be able to discuss familiar topics, such as every day activities, free-time occupations, or career choices, and have become familiar with some contemporary social issues in the German-speaking countries. There is a cultural reader for this course, Grenzverkehr. This course includes writing assignments that are process-oriented and require students to work together in editing groups. All class sessions involve extensive student interaction and require an average of 2 hours of outside preperation.
Style: student discussion and interaction
Grading: 10% final exam, 12% reports/papers, 4% special projects, 32% quizzes, 29% class participation, 13% other evaluation. reading/group assignments, 4% computer/audio lab
Exam Format: Written

Ger 3011W Conversation and Composition
4 credit(s);Meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course is designed to refine students' oral and written expression and aid in the development of critical analysis skills. Contemporary readings introduce important communicative modes of language (description, narrative,
debate, report, text analysis), while a grammar review supports work on finer grammar points. Multi-media materials (video clips, feature films, computer resources) will complement the other instructional materials. Graded work includes active class participation, essay writing and revision, individual and group oral presentations and projects, and informal writing assignments of varying lengths.

**Style:** 10% Lecture, 10% Film/Video, 30% Discussion, 35% Small Group Activities, 15% Student Presentation.

**Grading:** 30% reports/papers, 25% quizzes, 10% journal, 25% in-class presentation, 10% class participation.

**Ger 3012W Conversation and Composition**
- **3 credit(s);Meets CLE req of Writing Intensive**
- **Instructor:** Firchow,Evelyn S
- **Description:** This course is the continuation of German 3011 and is the most advanced German language class. It is designed to refine students' oral and written expression. A thorough grammar review supports work on grammar points. Graded work includes active class participation, essay writing and revisions, grammar review and exercises, and informal writing assignments of varying lengths. Class attendance is required.

**Grading:** 60% written homework, 40% class participation. There will be no midterm or final examination.

**Ger 3014 German Media**
- **3 credit(s);**
- **Instructor:** Oosterhoff,Jenneke A
- **Description:** From the propaganda of the Nazi era, to the iconic student movements of the 1960's, to the dominance and pervasiveness of youth culture today, Media and the Press have battled for the minds of German youth in ways that are similar to the American Experience but uniquely German in nature. This course will explore the German Media War as it moves from Hitler youth, "Stunde Null", through the major events and movements of the Cold War: Berlin Airlift, Communist Pioneers, the '68 Student movements, Baader-Meinhof, International Friendship Movements, Kirchentage, "Amis Raus", and the unprecedented integration of a foreign and alienated East German youth into the Wonderworld of freedom and chaos of Berlin at the close of the 20th century. With fringe movements in American politics calling each other "nazis" on the left and right it will be important to explore what that actually implies and how meaningless it has become.

**Style:** 20% Lecture, 30% Film/Video, 30% Discussion, 10% Small Group Activities, 10% Student Presentation.

**Grading:** 50% reports/papers, 20% in-class presentation, 30% class participation.

**Ger 3021 Business German**
- **3 credit(s);**
- **Instructor:** Ianeva-Lockney,Arsena
- **Description:** This course is aimed at students with advanced knowledge of German and will give them the opportunity to learn about German companies, industry sectors and their products. In addition to readings from the textbook, the students will summarize current articles from the German business press and from a German podcast. For their oral presentations, students will acquire knowledge regarding how to describe the size and activities of a company, how to read an organization chart and interpret graphics. Writing assignments will focus on business correspondence and will include detailed instruction on writing the most frequently used types of letters.

**Style:** 20% Lecture, 20% Discussion, 20% Small Group Activities, 20% Student Presentation, 10% Web Based.

**Grading:** 20% special projects, 20% quizzes, 10% written homework, 10% attendance, 20% in-class presentation, 20% class participation.

**Ger 3104W Reading and Analysis of German Literature**
- **3 credit(s);Meets CLE req of Literature; meets CLE req of Writing Intensive**
- **Instructor:** Morris,Leslie C
- **Description:** This course introduces students to selected masterpieces of German literature (prose, poetry, and drama) and to the basic skills of literary interpretation. As a Writing Intensive course, it will also train students to formulate interpretive arguments in logical, written form, supported by textual evidence. Strong emphasis is placed on class discussion, in which you are encouraged to respond critically and thoughtfully to the assigned texts. Readings have been chosen on the basis of their provocative content as well as their superb literary quality. Conducted in German.

**Style:** 20% Lecture, 80% Discussion.

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

**Exam Format:** Essay

**Ger 3441 20th-Century Literature**
- **3 credit(s);**
- **Instructor:** Teraoka,Arlene A
- **Description:** GER 3441, conducted in German, gives you the opportunity to read major works of 20th-century German literature by famous writers such as Kafka, Brecht, Frisch, and Duerrenmatt. On the non-canonical end of the spectrum, we will conclude the semester with a hard-hitting best-selling detective novel about a serial murderer in a German village. While the political and social developments of German history remain important as general background, we will focus our
Ger 3510 Topics in German Studies: Art in Politics: Post-War German Exhibits&Debates
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Wolbert, Barbara
Description: Exploring identity politics in Germany, we will focus on art events and cultural institutions - such as exhibitions and museums - in the context of globalization and the formation of new geopolitical formations. We will deal with the representation of racial, national, cultural and religious diversity and its representation in the public sphere. In particular, we will concentrate on a variety of forms of expressive culture on the politics of exclusion and inclusion in German art worlds. Through exhibits of art referred to as ?international art?, ?world art?, ?global art?, ?ethnic art?, ?Non-Western art?, we will analyze the notion of otherness at a particular point in time and critically examine contemporary German and European cultural politics. We will describe the appropriation of concepts such as integration, multiculturalism and cultural commons into political discourses in Germany and we will take a critical view of visual culture and political power in a globalizing world. Aiming at a better understanding of post-wall Germany, this course addresses this issue from a diachronic perspective: Our discussions will follow a sequence of art exhibition cases from Imperial Germany, the Weimar Republic, Nazi Germany, the Cold War Germanys and Unified Germany. While the selection of catalogs and slides from exhibition sites focuses on the German case, the theoretical readings allow for a more general and conceptual discussion. This course aims at broadening your general understanding of the place and role of art in society and raising your awareness of diversity issues and questions of representation. Working not only with texts, but dealing also with images and studying displays on site, this is also a course in visual cultural studies. You will be encouraged to formulate descriptions carefully, develop your own interpretations, and critically make use of images and readings. This course may serve the interests and needs of students who are seeking to expand their knowledge of German culture and politics during the past century. You may take this course furthermore as an introduction to contemporary German and European cultural politics.

Ger 3604W Introduction to German Cinema
3 credit(s);Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Mc Cormick, Rick
Description: This is an introductory course in German cinema, one of the most influential national cinemas. The films to be studied include classic films like Robert Wiene’s The Cabinet of Dr. Caligari (1920) and Fritz Lang’s Metropolis (1927) from the “golden age” of German cinema during the 1920s; the infamous, anti-Semitic Nazi melodrama, Jew Suess (Veit Harlan, 1940); Wolfgang Staudte’s The Murderers Are Among Us (1946) the very first postwar German film, made in the rubble of Berlin; I Was 19 (1967), an anti-fascist film made by East Germany’s Konrad Wolf; examples of the “New German Cinema,” films exploring the political and psychological trauma of 20th-century German history by West German directors like Rainer Werner Fassbinder and Margarethe von Trotta in the 1970s & 1980s; and some popular feature films made in the two decades since reunification in 1990, such as the international hits Run, Lola, Run (1998) and The Edge of Heaven (Auf der anderen Seite, 2007), Turkish-German director Fatih Akin’s transnational film about crossing borders. German 3604 meets the Arts & Humanities core requirement. In this course you will engage in detailed analysis of and reflection on exemplary works of the German cinema. Through engaging in class discussion, small group work, class presentations, web responses on Moodle, and in writing two 5-10 pp. essays, you will engage in critical evaluation of the films we will study; this is the work that film scholars do, and you will be introduced to it. As part of the work of critical evaluation, you will also examine how these films relate to the cultural and historical context in which they arose. Thus the course also meets the Liberal Education theme of Global Perspectives. The course clearly focuses on the world beyond the U.S. through its focus on Germany. The course is designated as Writing Intensive as well.
Style: 20% Lecture, 40% Film/Video, 20% Discussion, 20% Small Group Activities.
Grading: 60% reports/papers, 20% written homework, 10% in-class presentation, 10% class participation. 30% for each of two papers; written homework = weekly web responses on Moodle; participation grade includes attendance.

Ger 3610 German Literature in Translation: Defense Against the Dark Arts: Evil in Film & Lit
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Lawton,Lindsay Jorgensen
Description: Sure, you know about the connection between the Brothers Grimm and Disney's Snow White. But what about Franz Kafka and Harry Potter? ETA Hoffmann and the Terminator? This course will focus on conceptions of evil in German film and literature that are familiar in American popular culture as well. Students will learn about the German origins/inflections of several common villain figures in American popular culture such as witches, vampires, robots, Nazis, communists, and terrorists. We will explore how these figures embody evil and, with the help of film clips from Disney classics to Harry Potter, how they are neutralized or defeated in German and American media. This course will develop appreciation of how representations of evil vary over time and across cultural settings. It will encourage critical reflection on the binary of good and evil as well as its political usefulness. What purpose did (do) these evil figures serve? How do...
German and American understandings of these figures compare? To what extent do different conceptions of evil reflect the fears, anxieties and desires of a cultural group? This course will be taught in English, but can be used toward the German major or minor if extra work is done in German.

**Style:** 40% Lecture, 20% Film/Video, 30% Discussion, 10% Student Presentation.

**Grading:** 40% special projects, 10% reflection paper, 20% in-class presentation, 30% class participation.

---

**Ger 3993 Directed Studies**

1-4 credit(s), max credits 12, 12 completions allowed;

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

---

**Ger 4001 Beginning German**

2 credit(s);

**Instructor:** STAFF

**Description:** German 1001 is intended for beginners and introduces students to the four language skills areas: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, Wende, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called Oktoberfest, a mystery which takes place in Munich, and grammar reference materials. Students will also complete a variety of writing activities, including essays. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Style:** mostly discussion and student involvement and interaction.

**Grading:** 10% final exam, 12% reports/papers, 4% special projects, 30% quizzes, 30% class participation, 14% other evaluation. reading/group work assignments and computer and audio lab.

**Exam Format:** written.

---

**Ger 4002 Beginning German**

2 credit(s);

**Instructor:** STAFF

**Description:** German 1002 is intended for students who have completed German 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, Wende, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called Grenzverkehr and grammar reference materials. By the end of the course students should be able to compare the German and American educational systems, and describe free-time activities and career choices. They will also have become familiar with various contemporary social issues in the German-speaking countries. Several class sessions will help familiarize students with computer and Internet resources. This course includes process writing assignments. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation time for each class session hour.

**Style:** Mostly discussion and student involvement and interaction.

**Grading:** 10% final exam, 12% reports/papers, 4% special projects, 30% quizzes, 30% class participation, 14% other evaluation. reading/group work assignments and computer/audio lab

**Exam Format:** written

---

**Ger 4003 Intermediate German**

2 credit(s);

**Instructor:** STAFF

**Description:** Students in this course will be working with the course-packet Sprunge and the accompanying listening exercises on Sprunge-Online, short literary texts, a feature film, and online cultural exercises. Topics covered in this course will include free-time activities and travel, living situations, the German educational system and career decisions. 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. Partially Online Sections: The instruction and content are delivered by a combination of in class face-to-face meetings and a wide range of independent and collaborative online activities with short (frequent) due dates. Most weeks will have 3 face-to-face sessions and 2 online work-days, in addition to regular homework. This course requires a considerable amount of independent work to be completed online outside of the classroom contact hours. To help assess whether online learning is right for you, see these guides at the Digital Campus website: http://digitalcampus.umn.edu/resources/onlinelearningassessment.html.
Ger 4004 Intermediate German
  2 credit(s);
  Instructor: STAFF
  Description: 1004 builds on the skills taught in 1003. Students use the course-packet Sprunge 1004 and listening exercises on Sprunge-Online, read short texts and a play, watch a feature film, and do online cultural exercises. Topics include Berlin, film, and issues of multiculturalism. German 1004 reviews German language structures and helps students expand their listening, speaking, reading and writing skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of language. Students participate regularly in conversational activities, small group work, role-plays, and internet research. Process-writing essays, presentations, and interviews round out the course. Course materials: Sprunge 1004, Durrenmatt's Die Physiker. (Oxford UP edition).

Ger 5993 Directed Studies
  1-4 credit(s), max credits 12, 12 completions allowed;
  Instructor: STAFF
  Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Ger 8010 Current Debates in Literary and Cultural Theory: Primitivism
  3 credit(s), max credits 12, 4 completions allowed;
  Instructor: Hueser, Rembert
  Description: Student may contact the instructor or department for information.

Ger 8020 Problems in Literary and Cultural History: Ecocriticism & Nature Poetry
  3 credit(s), max credits 12, 4 completions allowed;
  Instructor: Melin, Charlotte Ann
  Description: Ecocriticism and Nature Poetry: Theories, Readings, Transformations. This seminar takes as its starting point poetry and European approaches to ecocritical theory, a pairing that allows us to explore insights that can be gained from (re-)interpreting literary texts through the lens of environmental thinking. Our readings will be organized in part around topics from the interdisciplinary field of Environmental Humanities that show growing resonance, such as formulations of place-based scholarly or creative work, construction of toxic discourses, and possibilities for conceiving of cultural ecologies. We will explore a variety of theoretical perspectives that inform recent scholarship (for example, the work of Benjamin, Heidegger, Adorno, Iser, Boehme, and Zapf) and discuss their connection to emerging Environmental Humanities work in German studies. To gain a deeper appreciation of the dynamic relationship between literature and its cultural/environmental context, we will also read literary works in the German tradition. In particular, we will engage in consideration of the Christa Wolf novella Stoerfall and the new poetry anthology, Deutsche Naturlyrik (2012).

German, Scandinavian, and Dutch 320 Folwell Hall

GSD 3451V Honors Major Project Seminar
  A-F only, 3 credit(s); Honors student Credit will not be granted if credit has been received for: GSD 3451W; Meets CLE req of Writing Intensive
  Instructor: Melin, Charlotte Ann
  Description: The major project seminar is designed to engage majors in individualized exploration of topics in German, Scandinavian or Dutch studies. It provides you with the opportunity to pursue sustained research with faculty guidance. As the capstone experience for majors, the seminar is intended to further integrative study in your disciplinary concentration and to deepen your familiarity with field-appropriate research methods. Your work in the seminar should result in a substantial and well-crafted paper, normally 20-25 pages, double-spaced, usually written in English, following standard scholarly format. Its subject will be a topic in literature, language, or culture related to your studies in GSD. The seminar is part of the CLA upper-division writing requirement focusing on critical literacy and the development of the writing skill as an analytical tool.
  Style: 10% Lecture. Independent research and writing 90%

GSD 3451W Major Project Seminar
  A-F only, 3 credit(s); Credit will not be granted if credit has been received for: GSD 3451V; Meets CLE req of Writing Intensive
  Instructor: Melin, Charlotte Ann
  Description: The major project seminar is designed to engage majors in individualized exploration of topics in German, Scandinavian or Dutch studies. It provides you with the opportunity to pursue sustained research with faculty guidance. As the capstone experience for majors, the seminar is intended to further integrative study in your disciplinary concentration and to deepen your familiarity with field-appropriate research methods. Your work in the seminar should result in a
substantial and well-crafted paper, normally 20-25 pages, double-spaced, usually written in English, following standard scholarly format. Its subject will be a topic in literature, language, or culture related to your studies in GSD. The seminar is part of the CLA upper-division writing requirement focusing on critical literacy and the development of the writing skill as an analytical tool.

GSD 3512W Imagined Communities: German and European, Culture and Controversies, 1700 to Present
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Ashkenazi, Ofer
Description: This class examines the ways in which modern Central European culture imagined the intricacies of identity, authenticity and crisis, and contemplated the relations between these concepts. Based on a close reading of texts from Germany, Austria and Scandinavia, we will explore how historical experiences has shaped the culture of modern Central Europe, as well as how artists and intellectuals struggled to give meaning to the unprecedented experiences of modernity. Within this framework, we will discuss a wide variety sources, from novels, poems and theater plays to visual artworks, films and music. While acknowledging the significance of experiences such as trauma, anxiety and alienation, our inquiry will also underscore the roles of progressive optimism, audacious liberalism and even youthful playfulness in the formations and transformations of modern communities. The assignments will include short presentations in class, several short? response-papers? on the readings, and a short essay (8-10 pages).

Gerontology  D-351 Mayo (Box 197 UMHC)

Gero 5100 Topics in Gerontology: Hot Topics in the Biology of Aging
1 credit(s), max credits 10, 10 completions allowed;
Instructor: Thompson PhD, LaDora V
Description: Student may contact the instructor or department for information.

Gero 5100 Topics in Gerontology: Social Factors in Aging
2 credit(s), max credits 10, 10 completions allowed;
Instructor: Shippee, Tetyana Pylypiv
Description: Student may contact the instructor or department for information.

Gero 5110 Biology of Aging
3 credit(s);
Instructor: Snow MD, PhD, LeAnn M
Description: Student may contact the instructor or department for information.

Gero 5115 Introduction to Geriatrics
S-N only, 2 credit(s);
Instructor: STAFF
Description: I. Course Description This on-line course provides an introduction to 15 major topics in geriatrics. It is designed to be understood by individuals trained in multiple disciplines. It offers relevant information to understand how to diagnose and treat conditions common in caring for older people. Each topic has been developed by a national expert on that subject. Each lesson has a test to assure the learner has understood the material. II. Course Prerequisites None III. Course Goals and Objectives At the completion of this course students should be able to: 1. Describe the major characteristics of each condition 2. Describe the basis for diagnosing each condition 3. Discuss the treatment options for each condition 4. Discuss the general principles of geriatric management of interacting conditions 5. Describe condition-specific contextual issues and solutions for health care providers IV. Methods of Instruction and Work Expectations This is an on-line course. Each session includes a lecture by a national expert, module-specific objectives, lecture notes, references and a self-administered quiz that assesses the learner?s mastery of the material. V. Course Text and Readings Optional text Kane RL, JC Ouslander, and IB Abrass, Essentials of Clinical Geriatrics, Fifth Edition, McGraw Hill, New York, 2003.

Gero 5125 Gerontology Service Learning
3 credit(s);
Instructor: STAFF
Description: This course combines experiential learning and service learning by integrating students into a residential community of seniors. Students will have choices of senior communities in the metro area at which to serve (and possible live for the semester or year at a discounted rent while completing course requirements). The course requires at least 100 hours of service to seniors or organizations serving seniors. All students must have a longitudinal one-on-one relationship with at least two seniors lasting at least 4 months (or three months prior to death). Activities may include the following or other approaches identified by the student: friendly visiting, escorting seniors to medical appointments, chore services, teaching health education to groups of seniors and staff, participating in social or recreational activities with seniors,
Global Studies

GloS 1015W Globalization: Issues and Challenges
4 credit(s); Credit will not be granted if credit has been received for: GLOS 1015V; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Isett, Christopher Mills
Description: History 1015W is an account of the significant developments in global history since roughly the beginning of the 20th century. Through lectures, class readings, writing exercises, and section discussions, we will cover economic, political, social, and cultural developments that have shaped our world. Our course is intended to give you a basic framework of events and processes so that you will be able to situate yourself in complex strands of contemporary change, from the transformations underway in the Arab world, to the dilemmas of European integration, to the problem of American power, and China's ongoing political and economic transformations. These subjects cannot be understood without reference to processes of imperialism and decolonization, the rise of mass democratic states with universal suffrage, the emergence of global media systems, and the ongoing self-invention and adaptation of finance capital to new regions of the globe. As this is a writing intensive course, the course will pay close attention to improving students' writing skills, in the context of a variety of in-class and at-home assignments.

Gero 8020 Seminar in Gerontology
S-N only, 2 credit(s);
Instructor: STAFF
Description: This course is intended to provide a platform of understanding about the use of proteomic technology in aging research. This course will include a combination of faculty- and student-led discussions on select topics that are highly relevant to the field of proteomic research. The course will provide students with an overview of special techniques and analytical approaches complementary to proteomics, hands-on experience with data analysis, and discussion of literature published on that approach. This course also includes an introduction to the NIH/NRSA fellowship applications. Students will lead discussions focused on research articles highlighting current proteomic techniques. This course is directed to graduate students and post-doctoral fellows currently engaged in conducting research in the area of biological aging. Course Prerequisites This course is open to graduate students and post-doctoral fellows involved in the National Institutes on Aging (NIA) training grant "Functional Proteomics of Aging". This course is also open to other graduate students or post-doctoral fellows who are conducting biological research in aging with instructor's permission. Course Goals and Objectives The goal of the course is to provide the students with an essential understanding of the emerging technologies being used in aging and age-specific disease research. The overall objectives include: A. Identify and distinguish the strengths and weaknesses of the most recent technologies being used in the field of biogerontology research. B. Provide hands-on experience analyzing data with programs used in conjunction with proteomic technology. C. Provide teaching experience for the students through the development and delivery of information and in leading discussion of one class meeting. D. Introduce the students to the NIH/NSRA fellowship application by reviewing the format and discussing potential topics for their future applications. Following the completion of this course the students will be able to specifically: a. Explain the basic principles of proteomic technology and how this approach can be used to analyze age-related dysfunction and disorders. b. Identify and describe the activities of the Center for Mass Spectrometry at the University of Minnesota. c. Discuss the roles and importance of Bioinformatic analysis of mass spectrometry data in the field of aging research. d. Have a working knowledge of the NIH/NSRA fellowship application and have identified a topic that would be appropriate for a future application.
Grading: 20% written homework, 15% attendance, 40% in-class presentation, 25% class participation.
GloS 3145 Theoretical Approaches to Global Studies
A-F only, 4 credit(s); [6 cr in social sciences including 1015W or GEOG 1301 or HIST 1012 or HIST 1018 or POL 1025 or instr consent], [global Studies major or minor] Credit will not be granted if credit has been received for: GLOS 3145H;
Instructor: Goldman, Michael R
Description: Student may contact the instructor or department for information.

GloS 3145H Theoretical Approaches to Global Studies
A-F only, 4 credit(s); [6 cr in social sci including at least one of the following [1015W or GEOG 1301 or HIST 1012 or HIST 1018 or POL 1025], GLOS honors student]] or instr consent Credit will not be granted if credit has been received for: GLOS 3145;
Instructor: Goldman, Michael R
Description: Student may contact the instructor or department for information.

GloS 3303 Environment and Development in the Third World
A-F only, 3 credit(s); Soph or jr or sr Credit will not be granted if credit has been received for: GEOG 3379; Meets CLE req of Environment; meets CLE req of Social Sciences
Instructor: Bialostosky, Ivan Julius
Description: Student may contact the instructor or department for information.

GloS 3305 Life for Sale: Global Debates on Environment, Science, and Society
A-F only, 3 credit(s);
Instructor: Craddock, Susan L
Description: This course examines some of the most hotly debated topics in biomedicine, the sciences, and the environment today. We will look at issues such as the patenting of plant, animal, and human genes and cells, vaccine trials, genetically modified organisms, environmental waste, commerce in body parts, genetic research, global warming, and more from the perspective of what makes these issues controversial, who benefits and who does not, who determines the direction scientific and medical research takes, how these topics are presented to society, and what is their larger impact on social thinking and practices.

GloS 3402 Human Rights Internship
A-F only, 3 credit(s);
Instructor: Atwood, Susan J
Description: Student may contact the instructor or department for information.

GloS 3550V Honors Course: Supervised Research Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Raheja, Gloria Goodwin
Description: Student may contact the instructor or department for information.

GloS 3550V Honors Course: Supervised Research Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: McLean, Stuart J
Description: Student may contact the instructor or department for information.

GloS 3701W Population in an Interacting World
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Taylor, Marvin Paul
Description: The aim of this course is to provide students with a multi-disciplinary understanding of and appreciation for human population phenomena and problems in different parts of the world and at different geographic scales from the local to the global. This involves an investigation of the different components of population change - fertility, mortality and migration of human populations - and an engagement with different, often competing, explanations of these population phenomena that have been offered by social scientists. One of the major learning objectives is to create an awareness that in order to understand and explain population phenomena and problems in different places and countries of the world we have to become knowledgeable about the economic, political, social, cultural and environmental context within which these take place and the importance of the nature of interactions between different parts of the world. Throughout the course, particular emphasis is placed on understanding and critically reflecting on a) contemporary population problems at the global, national and local scale, including the world population explosion, both dramatic decline and persistence of high levels of fertility in parts of the developing world, record-low fertility and population aging in highly industrialized countries, the HIV-AIDS epidemic and major health problems, environmental disasters and population health, increasing levels of
international migration, refugee crises, massive rural to urban migrations in the less developed world; b) policies adopted to address these problems such as family planning policies to reduce fertility levels and immigration policies; and c) the gender dimension of contemporary population problems and policies. In addition, students will learn about basic sources, measures, and methods of representation used in the study of human population phenomena, and gain basic skills and experience in data analysis, interpretation, and writing research reports.

**GloS 3900 Topics in Global Studies: French Colonialism & U.S Intervention in Indochina**

*3 credit(s), max credits 15, 3 completions allowed;*

**Instructor:** Lee, Mai Na M.

**Description:** Modern era from 1800. French conquest, bureaucratic, social, and economic changes. Vietnamese nationalism and adoption of communist ideologies. First Indochina War (1945-54) with France. Second Indochina War (1955-75) with US. US efforts to contain the spread of communism during Cold War paranoia. US intervention in the neighboring countries of Laos and Cambodia. Grading: Two midterms (30%), Discussions/Class Activities/Quizes (15%), 2 Movie Responses (15%), Research essay (20%), Final (20%).

**GloS 3900 Topics in Global Studies: (Trans)Nationalism & the Postcolonial Imagination**

*3 credit(s), max credits 15, 3 completions allowed;*

**Instructor:** Viestenz, William R

**Description:** Transnationalism, a broad concept that encompasses the myriad national allegiances and increased mobility typical of a world rendered smaller by globalization, challenges the fundamental compartmentalization of the globe brought about by early twentieth-century Imperialism. Colonialism and the different iterations of post-colonialism aided in reaffirming many of the structural divisions, such as First World-Third World, that pervaded imperialist mindsets. This course examines the conditions of possibility for the emergence of transnationalism through a study of texts, films, and visual art rooted in an array of geopolitical contexts. In so doing, we will examine the viability of traditional theories of Nationalism and discuss why the European Nation-State is poorly suited for the challenges that transnational realities present. We will thus be dealing with controversial questions: What are the inherent exclusions and false assumptions embedded within European Nationalism? What is the optimal political organization for a world defined by movement, multiplicity, and instability? Can the cognitive map radically separating the colonized and the colonizer finally be redrawn?

**Style:** 35% Lecture, 50% Discussion, 15% Small Group Activities.

**Grading:** 10% mid exam, 10% attendance, 25% class participation. 40% Essays, 15% Research Paper.

**Exam Format:** Open ended essay questions.

**GloS 3900 Topics in Global Studies: What is Equality?**

*3 credit(s), max credits 15, 3 completions allowed;*

**Instructor:** Skaria, Ajay

**Description:** Claims to equality are constitutive of politics today. It is most often in the name of equality that groups struggle against economic and political disparities, or demand various rights. A certain equality is even institutionalized in modern democracies?all citizens are formally equal. And yet, equality is also one of the most difficult concepts of our times. This may be in part because it is simultaneously about difference and sharing. Difference: after all, where there is identity, as is presumed for example in a conservative understanding of the family, there is no need for any concept of equality. Sharing: where there is nothing in common, as is presumed for instance in the mainstream understanding of the terrorist, there is again no need for any concept of equality. Because of the difficulty of thinking sharing and difference together, the question of equality has occasioned the most intense debates. What is political equality, and can it be sustained by the democratic rights that we exercise as citizens? What is economic equality, and can it be sustained within a capitalist order? How else can we think of equality, if not in these terms? Where does our demand for equality spring from? How can we think of any equality between profoundly different entities?not just apples and oranges but, say, the human and the animal? How are conflicting demands for equality to be reconciled in a way that recognizes, to begin with, the equality of these political actors?including but not limited to John Locke, Jean Jacques Rousseau, Immanuel Kant, John Stuart Mill, Karl Marx, Mohandas Gandhi, Hannah Arendt, CLR James, Frantz Fanon, Martin Luther King, Malcolm X, Luce Irigaray, Jacques Derrida, and Jacques Ranciere. The course will be discussion based. Evaluation will be on the basis of participation in discussions, and one final essay.

**GloS 3900 Topics in Global Studies: Global Political Economy**

*3 credit(s), max credits 15, 3 completions allowed;*

**Instructor:** Schurman, Rachel

**Description:** Manifestations of the new global economy are everywhere. From the jeans you buy at your favorite shopping mall to the placemats you purchase at Target, most of the items we consume here in the United States are made somewhere else. Global commodity networks link consumers of fresh green beans in Britain with farmers, pickers, and exporters in Zambia. And it isn’t only products that have “gone global,” it is also people. Thanks to immense economic inequalities, upper and even middle class families in Europe, Japan and the U.S. enjoy the cheap and plentiful labor of Eastern European, Filipino, and Honduran nannies, housecleaners, and gardeners. The location and character of work is also changing: no longer can a skilled Detroit autoworker or Minnesota aircraft mechanic expect to find work in the U.S.;
rather, most of these jobs have relocated to Mexico, Brazil, or China, where equally skilled workers are employed at a fraction of the cost. How did this new global economy come to be and what forces are responsible for these changes? Course organization and requirements: This course is based on lectures, films, an occasional guest speaker and considerable in-class discussion. From the outset, I want you to know that (a) this course is very reading intensive, and (b) I expect you to do all of the readings all of the time. Active participation in this class is very important and counts for 15% of your grade. But more than how it “counts” -- participation in the form of engaging with the texts and other materials we use in class, and with your fellow students, is the best way for you to grasp the theoretical perspectives, empirical information and critical thinking skills that are the primary pedagogical goals of this class. In other words, well after this class is over, I want you to be able to utilize the perspectives and knowledge you have acquired during the course to understand changes in the global economy. In this course, we will focus on the changes that have taken place in the global economy over the last seventy years, and the economic theories, institutional changes, and technological developments that have undergirded them. Our mode of exploration will be both historical and contemporary. We will examine the movement away from the relatively regulated national economies of the 1940s and 1950s to a more fully integrated global economy; changing patterns and organization of production and consumption; and the rise of neoliberal ideology, policy and global governance institutions. Some of the substantive topics we will explore include the globalization of mass consumption, the transformation of work associated with new information technologies, and the cultures of the “new” capitalism.

**Style:** 35% Lecture, 10% Film/Video, 30% Discussion, 15% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

**Grading:** 10% attendance, 10% journal, 10% class participation. 24% Written Homework (commentaries), 16% Special Projects (2 exercises), 30% Final take-home Exam

---

**GloS 3900 Topics in Global Studies: History of Modern Israel/Palestine**

*3 credit(s), max credits 15, 3 completions allowed;*

**Instructor:** Schroeter,Daniel J

**Description:** Beginning with a survey of Palestine in the nineteenth century, this course examines the origins of Zionism and Arab Nationalism, Arab-Jewish conflict in Palestine, the development of Jewish and Arab national cultures in the British Mandate, the formation of the Israeli nation after 1948, the Arab-Israeli wars, and the development of the Palestinian movement. Particular attention will be paid to the diversity of Israeli and Palestinian society and culture, and the relations between the diverse communities in Israel/Palestine in the 20th century. As one of the most controversial subjects of the modern world, students will confront many contested accounts and interpretations of history that often serve the political aims of one of the many sides in the Israeli-Palestinian conflict. Yet in understanding these opposing viewpoints and competing versions of history, students will be better equipped to analyze why the conflict in Israel/Palestine has remained so difficult to resolve.

---

**GloS 3900 Topics in Global Studies: The Politics of Human Rights in Mexico**

*3 credit(s), max credits 15, 3 completions allowed;*

**Instructor:** Ansolabehere,Karina Mariela

**Description:** Mexican performance on human rights issues is not good, but it is an issue that has been in the public debate for at least the past two decades. This course seeks to help students understand contemporary human rights politics in Mexico from the local perspective. The focus of the course will be the politics of human rights in the country rather than human rights institutions or the human rights movement or organizations. Regarding that perspective, the analysis will be driven by the idea that human rights performance of the country is the result of the tension between two processes: the development of a robust human rights movement and the Mexican State?s response to issues and claims about human rights. The course will focus exclusively on contemporary Mexico, from the late sixties to 2012, reflecting the emergence of human rights discourse in a sustained manner in Mexico since the Student Movement of 1968 and the repressive reaction of the State against socialist armed groups in the seventies. To analyse human rights politics we will look at several illustrative human rights conflicts of the last two decades. 1. The student movement and the socialist armed movement against human rights violations and the failed attempt at transitional justice. 2. Indigenous rights: The Zapatista movement and the constitutionalization of indigenous rights. Incomplete recognition. 3. Women?s rights, feminicide and the decriminalization of abortion. Impunity and progressive isolation. 4. Human Rights as public policy: The National Human Rights Program and the Office of the United Nations Human Rights High Commissioner. 5. The Criminal Justice system and torture: human rights organizations, judicial reform and impunity. 6. Victims? rights: Movimiento por la Paz con Justicia y Dignidad, national security, human rights reform and victims? law. The course will be taught in Spanish, so a proficient understanding of spoken and written Spanish is required. The required papers can be written in English or Spanish.

**Style:** 30% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities, 10% Student Presentation.

**Grading:** 20% in-class presentation, 20% class participation, 60% papers (each paper is 30%); Graduate Students: 50% papers (each paper is 25%); 15% In-class Presentation; 20% Class Participation; 15% Special Project

---

**GloS 3969 20th Century India**

*A-F only, 3 credit(s);*

**Instructor:** Skaria,Ajay

**Description:** At the beginning of the 20th century, India was a British colony; now, in the second decade of the 21st century, it is widely regarded a rising economic and political power. This has been a tumultuous period, marked amongst other things by: the largest and most powerful nonviolent movement anywhere in the world, which under the leadership of...
Gandhi led to India’s independence; the bloody partition of the subcontinent into India and Pakistan; the consolidation of a parliamentary system that has seen India emerge as the world’s largest democracy; transformations of caste that, while they have not dislodged the upper castes, have seen the increasing assertion of power by the lower castes, especially the former untouchables; the emergence of new forms of Hindu and Muslim identity, and relatedly the increasing power of the BJP, the Hindu nationalist party; the rise of India as an economic power is likely to see it soon become the seventh richest nation in terms of private wealth, even as close to a quarter of the population continues to suffer from severe poverty. This course will track the processes that have led to the making of contemporary India by paying special attention to 20th century Indian civic life and nationalism. Specifically, it will explore how Indian national and political identities have been constantly roiled by the mobilizations of both marginal groups (lower castes, women, peasants, and Muslims) seeking equality, and how the Indian state, Indian nationalism and even everyday life has been shaped by these mobilizations. Throughout, the course will stress the broader implications of these social processes—the way that these processes illuminate the workings of civic life and national identities not just in India, but elsewhere too. Through the course, students will hopefully become familiar with various debates and issues in contemporary India. We will start every class with a 10-15 minute discussion session devoted to student reports on and analysis of Indian websites devoted to contemporary politics, society, economics and culture. (You will be expected to spend some time before every class visiting one or more from the list of websites I will provide) The rest of the class will be devoted to discussion and lecture of assigned readings, which will include the writings both of those actively involved in the social transformations being studies, and the writings of scholars and intellectuals now reflecting on these changes.

Style: 50% Lecture, 50% Discussion.

Grading: 40% reports/papers, 40% journal, 20% class participation. Evaluation will be on the basis of three components: daily journal responses (40%), final essay length paper of approx. 2500-3000 words (40%); and class participation (20%).

Exam Format: Essay
source of increasing weather disasters as well as species extinction, is the major social and ecological problem of our era. The current rapid climate change is caused by human activity, the burning of oil and gas (fossil fuels), which emit greenhouse gasses into the atmosphere. Human society must rapidly reduce its use of oil and gas and create a sustainable society in order to lessen this disaster. We have the technology and capacity to accomplish this task, but so far, only a few countries have accomplished significant reductions. This course focuses on the social causes and cures of climate change using exemplary case studies drawn from around the world.

Style: 60% Lecture, 40% Discussion.
Grading: 25% mid exam, 25% final exam, 24% special projects, 5% quizzes, 21% written homework.

Exam Format: essay

GloS 4910 Topics in Global Studies: Mass Media & Society
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Baer, Alejandro
Description: This course provides a broad survey of sociological perspectives regarding the role of media (television, radio, printed press, film, and the Internet) in society. The course will examine historical media developments, theoretical frameworks used to analyze media audiences, producers, and effects, the impact of media in popular culture, their role in shaping social memories and the relation between media and violence, including terrorism and genocide.

Style: 50% Lecture, 15% Film/Video, 20% Discussion, 15% Small Group Activities. Small Group Work.
Grading: 30% mid exam, 30% final exam, 30% reports/papers, 10% in-class presentation.

GloS 5900 Topics in Global Studies: What is Equality?
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Skaria, Ajay
Description: Claims to equality are constitutive of politics today. It is most often in the name of equality that groups struggle against economic and political disparities, or demand various rights. A certain equality is even institutionalized in modern democracies?all citizens are formally equal. And yet, equality is also one of the most difficult concepts of our times. This may be in part because it is simultaneously about difference and sharing. Difference: after all, where there is identity, as is presumed for example in a conservative understanding of the family, there is no need for any concept of equality. Sharing: where there is nothing in common, as is presumed for instance in the mainstream understanding of the terrorist, there is again no need for any concept of equality. Because of the difficulty of thinking sharing and difference together, the question of equality has occasioned the most intense debates. What is political equality, and can it be sustained by the democratic rights that we exercise as citizens? What is economic equality, and can it be sustained within a capitalist order? How else can we think of equality, if not in these terms? Where does our demand for equality spring from? How can we think of any equality between profoundly different entities?not just apples and oranges but, say, the human and the animal? How are conflicting demands for equality to be reconciled in a way that recognizes, to begin with, the equality of these demands? This course will attend to these and many other related questions through readings of modern thinkers and political actors?including but not limited to John Locke, Jean Jacques Roussseau, Immanuel Kant, John Stuart Mill, Karl Marx, Mohandas Gandhi, Hannah Arendt, CLR James, Frantz Fanon, Martin Luther King, Malcolm X, Luce Irigaray, Jacques Derrida, and Jacques Ranciere. The course will be discussion based. Evaluation will be on the basis of participation in discussions, and one final essay.

GloS 5900 Topics in Global Studies: The Politics of Human Rights in Mexico
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Ansolabehere, Karina Mariela
Description: Student may contact the instructor or department for information.
Grad 5105 Practicum in University Teaching for Nonnative English Speakers
S-N only, 2 credit(s);
Instructor: Rosen, Caroline Frances
Description:

Grad 8101 Teaching in Higher Education
OPT No Aud, 3 credit(s);
Instructor: Alexander, Ilene Dawn
Description:

Grad 8101 Teaching in Higher Education
OPT No Aud, 3 credit(s);
Instructor: Rozaitis, Bill
Description:

Grad 8101 Teaching in Higher Education
OPT No Aud, 3 credit(s);
Instructor: Petersen, Christina Ingrid
Description:

Grad 8102 Practicum for Future Faculty
OPT No Aud, 3 credit(s);
Instructor: Gonzalez, Anita
Description:

Grad 8200 Teaching and Learning Topics in Higher Education: Academic Job Search - Humanities and Interdisciplinary Fields
A-F only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Alexander, Ilene Dawn
Description: This 8200 section on "Academic Job Searches in Humanities and Interdisciplinary Fields" is designed for grad students & postdoc fellows working on CLA or related degrees, who also have some existing teaching experience and will seek academic careers. This is a hybrid course with development of a job search portfolio conducted in an online space and five face-to-face meetings focused on learning about academic career planning for 21st century future faculty. One of these meetings will be a "field trip" to a local university. Questions to the course instructor. Additional info will be sent also to students once they register for the course.

Graphic Design 240 McNeal Hall

GDes 1311 Foundations: Drawing and Design in Two and Three Dimensions
A-F only, 4 credit(s);
Instructor: STAFF
Description: In this course the formal, perceptual, symbolic and technical aspects of visual communication will be introduced—with the emphasis on drawing. Design elements and principles will be applied within the context of observational drawing, as well as two- and three-dimensional design. Design process and creative problem solving will be stressed. We will work in a variety of mediums -- charcoal, conte, white chalk, but the emphasis will be on gaining expertise with the pencil. Subject matter will range from the figure to two-dimensional abstraction projects. You will gain expertise in drawing technique, as well as in composition, visual unity and balance and in visual analysis of drawings.
Style: 20% Lecture, 20% Discussion. 60% studio work
Grading: 10% class participation, 90% other evaluation. visual assignments
Exam Format: Final presentation

GDes 1312 Foundations: Color and Design in Two and Three Dimensions
A-F only, 4 credit(s);
Instructor: STAFF
Description: "This design foundations course introduces students to color theory and its application in two and three dimensional design through lectures, demonstrations, extensive studio work and critiques. Emphasis is on developing students' ability to use color effectively in two and three dimensional design applications by studying traditional design elements, gestalt grouping principles, theories of color organization, color and spatial perception, and color interaction." But
it is so much more. Intended for (pre) majors in graphic design, clothing design, interior design, and housing; this class has
a well-earned reputation as 'the toughest class you'll ever love.' Class time is spent with slide and lecture presentations,
studio work, and group and individual critiques. Successful completion requires a significant commitment to time, energy,
and resources (supplies run approximately $200.) The result: You will produce a portfolio that is a descriptive explanation
and illustration of color and design theory, enhanced with your own creative projects: a physical product of impressive
proportions. You will be proud of your work. Most importantly, you will see the world in a whole new light. You'll see color
where you didn't see it before and recognize the 'color magic' around you.

**Style:** 20% Lecture, critique; 60% studio work

**Grading:** 20% reports/papers, 80% other evaluation. studio designs and exercises

**GDes 1315 Foundations: The Graphic Studio**
- **A-F only, 4 credit(s);**
- **Instructor:** STAFF
- **Description:** This class will provide an overview of the design communication process including creative procedure,
terminology, and technology, and will introduce the use of current computer applications. Students will gain skills in digital
illustration and page layouts, and image-scanning and manipulation. Graphic design elements of typography, production,
color separation, printing process, and photography will also be addressed.
- **Style:** 50% Lecture, 10% Discussion, 40% Laboratory.
- **Grading:** 25% class participation, 50% problem solving, 25% other evaluation. in-class exercises

**GDes 2196 Work Experience in Graphic Design**
- **S-N only, 1-4 credit(s), max credits 8;**
- **Instructor:** Hokanson, Brad
- **Description:** Student may contact the instructor or department for information.

**GDes 2196 Work Experience in Graphic Design**
- **S-N only, 1-4 credit(s), max credits 8;**
- **Instructor:** Martinson, Barbara Elizabeth
- **Description:** Student may contact the instructor or department for information.

**GDes 2196 Work Experience in Graphic Design**
- **S-N only, 1-4 credit(s), max credits 8;**
- **Instructor:** Waldron, Carol C
- **Description:** Student may contact the instructor or department for information.

**GDes 2196 Work Experience in Graphic Design**
- **S-N only, 1-4 credit(s), max credits 8;**
- **Instructor:** Boyd Brent, James W
- **Description:** Student may contact the instructor or department for information.

**GDes 2196 Work Experience in Graphic Design**
- **S-N only, 1-4 credit(s), max credits 8;**
- **Instructor:** Jasper, Daniel
- **Description:** Student may contact the instructor or department for information.

**GDes 2342 Web Design**
- **A-F only, 3 credit(s);**
- **Instructor:** Adamson, Ben
- **Description:** Student may contact the instructor or department for information.

**GDes 2342 Web Design**
- **A-F only, 3 credit(s);**
- **Instructor:** Carton, Anthony O
- **Description:** Student may contact the instructor or department for information.
GDes 2345 Typography
A-F only, 4 credit(s);
Instructor: STAFF
Description: Typographic Design is an introduction to the art of visual communication: the visual realization of a most basic element of communication—the word. The history of typographic forms, principles of composition, and the expressive potential of type will be explored though reading, research, exercises, and design production. Sequential studies will follow the design process: problem-solving through exploration, experimentation, selection, critique, and refinement. Effectiveness of typographic design will be evaluated in terms of legibility, readability, and expression: the direct correlation to gestalt design principles will be evident. Assignments include textbook readings, research from additional sources, analysis and critique of found design, and, primarily, studio design production. Studio assignments will involve both handwork, to train the eye and hand; and digital typographic design and illustration using QuarkXpress and Illustrator. Class sessions will be held in both classrooms and Macintosh studios. This class is for Graphic Design majors who have passed portfolio review only.
Style: 10% Lecture. studio; 30% critique
Grading: 100% other evaluation. studio design projects including process participation

GDes 2350 Design Material Topics: Making Images: Drawing and Illustration in Design
A-F only, 3 credit(s), max credits 8;
Instructor: Owens, John Lee
Description: Student may contact the instructor or department for information.

GDes 2399W Design and its Discontents: Design, Society, Economy and Culture
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Jasper, Daniel
Description: Student may contact the instructor or department for information.

GDes 3312 Color and Form in Surface Design
A-F only, 4 credit(s);
Instructor: Waldron, Carol C
Description: This course will explore use of color in surface design with particular emphasis on hands on screenprinting (screenprinting for designers) on paper. There will also be a monoprinting on paper and fabric, and a surface design on fabric component (dyeing, screenprinting).
Style: 5% Lecture, 20% Discussion, 60% Laboratory, 5% Student Presentation, 5% Demonstration, 5% Field Trips. visual assignments both and in- and out of class work
Grading: 5% mid exam, 10% class participation, 85% other evaluation. visual assignments and in-class work

GDes 3351 Text and Image
A-F only, 3 credit(s);
Instructor: Chu, Sauman
Description: Student may contact the instructor or department for information.

GDes 3352 Identity and Symbols
A-F only, 3 credit(s);
Instructor: Chu, Sauman
Description: This course will build on previously learned graphic design principles including a continued investigation of typography and its application. Students will explore the representation of abstract ideas in the form of symbols for the purpose of building identity. The class will focus on the development of visual identity through a systems approach to design with application to various printed collateral. This course will prepare students to design a symbol, a logotype, stationary system, and collateral products, keeping the identity consistent and intact throughout the process. Students will apply gestalt design principles, figure-ground relationships, and contrast within the structure of the grid to aid organization from piece to piece and within the whole.
Style: 20% Lecture, 30% Discussion, 10% Student Presentation, 40% Studio.
Grading: 85% special projects, 5% written homework, 5% journal, 5% class participation.

GDes 3352 Identity and Symbols
A-F only, 3 credit(s);
GDes 3353 Packaging and Display
A-F only, 3 credit(s);
Instructor: McCarthy, Steven J
Description: This section of Packaging Design will focus on interdisciplinary projects. Graphic Design students will collaborate with students in the New Product Design and Business Development program (a collaborative venture between the Carlson School of Management, the Department of Mechanical Engineering, the Department of Biomedical Engineering and sponsoring companies), and within DHA by working with Apparel Design and Retail Merchandising students. The goal is to challenge the students to work and learn together by designing actual packaging designs applied to real products and retail environments.
Style: 10% Lecture, 10% Discussion, 75% Laboratory critique
Grading: 15% final exam, 30% reports/papers, 5% in-class presentation, 40% laboratory evaluation, 10% problem solving.
Exam Format: critique, analysis, documentation, outside assessment

GDes 3353 Packaging and Display
A-F only, 3 credit(s);
Instructor: Pickman, Gregory Hunter
Description: Student may contact the instructor or department for information.

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

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

GDes 4160H Honors Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Waldron, Carol C
Description: Student may contact the instructor or department for information.

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

GDes 4160H Honors Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

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

GDes 4193 Directed Study in Graphic Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Hokanson, Brad
Description: Student may contact the instructor or department for information.

GDes 4193 Directed Study in Graphic Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Martinson, Barbara Elizabeth
Description: Student may contact the instructor or department for information.
GDes 4193 Directed Study in Graphic Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Waldron, Carol C
Description: Student may contact the instructor or department for information.

GDes 4193 Directed Study in Graphic Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Chu, Sauman
Description: Student may contact the instructor or department for information.

GDes 4193 Directed Study in Graphic Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

GDes 4193 Directed Study in Graphic Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Jasper, Daniel
Description: Student may contact the instructor or department for information.

GDes 4196 Internship in Graphic Design
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Hokanson, Brad
Description: Student may contact the instructor or department for information.

GDes 4196 Internship in Graphic Design
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Martinson, Barbara Elizabeth
Description: Student may contact the instructor or department for information.

GDes 4196 Internship in Graphic Design
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Waldron, Carol C
Description: Student may contact the instructor or department for information.

GDes 4196 Internship in Graphic Design
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Chu, Sauman
Description: Student may contact the instructor or department for information.

GDes 4196 Internship in Graphic Design
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.
GDes 4196 Internship in Graphic Design  
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;  
Instructor: Jasper, Daniel  
Description: Student may contact the instructor or department for information.

GDes 4330 Surface Fabric Design Workshop  
A-F only, 4 credit(s), max credits 8;  
Instructor: Carlson, Anna M  
Description: Studio experience in the development and production of surface design on fabric and other materials. Dyeing with synthetic and natural dyes, screen printing, resist dyeing, shibori, and digital printing are explored. Course topics include the use of color, pattern, and visual imagery expressed with a variety of methods. Students develop skills and understanding of color theory, design elements and principles, and creative process through studio practice, critiques, and discussion.  
Style: 5% Lecture, 10% Discussion, 10% Small Group Activities, 10% Student Presentation, 10% Demonstration, 5% Field Trips, 50% Studio.

GDes 4345 Advanced Typography  
A-F only, 4 credit(s);  
Instructor: Nelson, Ryan G.E.  
Description: Student may contact the instructor or department for information.

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

GDes 4355 Graphic Design Portfolio  
S-N only, 3 credit(s);  
Instructor: Pickman, Gregory Hunter  
Description: Student may contact the instructor or department for information.

GDes 5193 Directed Study in Graphic Design  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Hokanson, Brad  
Description: Student may contact the instructor or department for information.

GDes 5193 Directed Study in Graphic Design  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Martinson, Barbara Elizabeth  
Description: Student may contact the instructor or department for information.

GDes 5193 Directed Study in Graphic Design  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Waldron, Carol C  
Description: Student may contact the instructor or department for information.

GDes 5193 Directed Study in Graphic Design  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Chu, Sauman  
Description: Student may contact the instructor or department for information.
GDes 5193 Directed Study in Graphic Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

GDes 5193 Directed Study in Graphic Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Jasper, Daniel
Description: Student may contact the instructor or department for information.

GDes 5341 Interactive Design
A-F only, 3 credit(s); [2334 or 2342], design minor] or graphic design major or grad student or instr consent credit
will not be granted if credit already received for: 5341 Credit will not be granted if credit has been received for: DHA 4384;
Instructor: Trice, Frances
Description: Student may contact the instructor or department for information.

GDes 5341 Interactive Design
A-F only, 3 credit(s); [2334 or 2342], design minor] or graphic design major or grad student or instr consent credit
will not be granted if credit already received for: 5341 Credit will not be granted if credit has been received for: DHA 4384;
Instructor: Wang, Angela
Description: Student may contact the instructor or department for information.

GDes 5342 Web and Interface Design
A-F only, 3 credit(s);
Instructor: Daigle, Gregory
Description: Internet-based design, including static Web pages, embedded media, and cascading style sheets.
Design/Usability of interface between humans and technology. Evaluation of visual elements that control/organize dealings
with computers that are used to direct work. Students develop designs, evaluate their effectiveness through usability
testing. The course will look at common practices in interface design including flow charting, wireframes, storyboards, site
maps and style guides. Projects will include interfaces for mobile devices such as the iPhone and iPad in addition to a Web
project. Students will also have the opportunity for tuning up their own personal Web sites. Use of Dreamweaver and CSS.
Style: 2% Discussion, 3% Student Presentation, 5% Guest Speakers, 90% Web Based.

GDes 5388 Graphic Design Research
A-F only, 3 credit(s);
Instructor: Martinson, Barbara Elizabeth
Description: Experience in design planning, research, and development. Emphasis on preliminary research, including
theoretical, applied and legal aspects of design projects and processes. A variety of planning and developmental models
will be used. Design prototyping, testing and analysis is included. This course is intended for graduate students.
Style: 30% Lecture, 30% Discussion, 40% Laboratory.
Grading: 30% reports/papers, 20% special projects, 30% class participation, 20% laboratory evaluation.

GDes 8192 Readings in Graphic Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Hokanson, Brad
Description: Student may contact the instructor or department for information.

GDes 8192 Readings in Graphic Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Martinson, Barbara Elizabeth
Description: Student may contact the instructor or department for information.

GDes 8192 Readings in Graphic Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Waldron, Carol C
Description: Student may contact the instructor or department for information.

GDes 8192 Readings in Graphic Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Chu,Sauman
Description: Student may contact the instructor or department for information.

GDes 8192 Readings in Graphic Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Boyd Brent,James W
Description: Student may contact the instructor or department for information.

GDes 8192 Readings in Graphic Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Jasper,Daniel
Description: Student may contact the instructor or department for information.

GDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Hokanson,Brad
Description: Student may contact the instructor or department for information.

GDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Martinson,Barbara Elizabeth
Description: Student may contact the instructor or department for information.

GDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Waldron,Carol C
Description: Student may contact the instructor or department for information.

GDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Chu,Sauman
Description: Student may contact the instructor or department for information.

GDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Boyd Brent,James W
Description: Student may contact the instructor or department for information.

GDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Jasper,Daniel
Description: Student may contact the instructor or department for information.

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

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

GDes 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Waldron,Carol C
Description: Student may contact the instructor or department for information.
GDes 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Chu, Sauman
Description: Student may contact the instructor or department for information.

GDes 8222 Plan B Master's Project
S-N only, 3 credit(s);
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

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

GDes 8362 The Nature of Representation in Visual Communication
A-F only, 3 credit(s);
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

GDes 8990 MFA Creative Thesis
A-F only, 6 credit(s), max credits 12;
Instructor: Hokanson, Brad
Description: Student may contact the instructor or department for information.

GDes 8990 MFA Creative Thesis
A-F only, 6 credit(s), max credits 12;
Instructor: Martinson, Barbara Elizabeth
Description: Student may contact the instructor or department for information.

GDes 8990 MFA Creative Thesis
A-F only, 6 credit(s), max credits 12;
Instructor: Waldron, Carol C
Description: Student may contact the instructor or department for information.

GDes 8990 MFA Creative Thesis
A-F only, 6 credit(s), max credits 12;
Instructor: Chu, Sauman
Description: Student may contact the instructor or department for information.

GDes 8990 MFA Creative Thesis
A-F only, 6 credit(s), max credits 12;
Instructor: Boyd Brent, James W
Description: Student may contact the instructor or department for information.

GDes 8990 MFA Creative Thesis
A-F only, 6 credit(s), max credits 12;
Instructor: McCarthy, Steven J
Description: Student may contact the instructor or department for information.

GDes 8990 MFA Creative Thesis
A-F only, 6 credit(s), max credits 12;
Instructor: Jasper, Daniel
Description: Student may contact the instructor or department for information.

Greek

Greek 245 Nicholson Hall

Grk 1002 Beginning Classical Greek II
5 credit(s);
Instructor: STAFF
Description: Poetry, history, religion, medicine, philosophy, drama, political science, biology, literary criticism, astronomy, rhetoric, mythology, geography... Whether you want to read Homer or Hippocrates, Aristotle or Aristophanes, Paul or Plato, Greek 1001-1002 is the place to start. In this class you will learn the elements of classical Attic Greek, the dialect spoken and written in Athens during the fifth and fourth centuries BC: a language of tragedy, comedy, oratory, history, and philosophy. With a knowledge of the basic grammar and vocabulary of Attic, you can later go on to read the epics of Homer, the letters of Paul, the comedies of Aristophanes, or whatever you’d like from texts spanning 1200 years of history. Prerequisite: C- or better (or S) in GRK 1001, or instructor consent.

Grk 3004 Intermediate Greek Poetry: Homer
4 credit(s); [Grade of at least [C- or S] in [3003, 3113]] or dept consent credit will not be granted if credit already received for: Grk 3114, Grk 3300 Credit will not be granted if credit has been received for: GRK 5004;
Instructor: Krevans,Nita
Description: Readings in Home and Herodotus. The archaic age and its literature. Greeks and barbarians.
Style: 40% Lecture, 30% Discussion. recitation
Grading: 30% mid exam, 30% final exam, 20% quizzes, 20% class participation.
Exam Format: essay, translation, short answer

Grk 3993 Directed Studies
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Sheets,George A
Description: Student may contact the instructor or department for information.

Grk 4951W Major Project
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Olson,S. Douglas
Description: Student may contact the instructor or department for information.

Grk 4951W Major Project
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Peterson,Sandra Lynne
Description: Student may contact the instructor or department for information.

Grk 5100 Advanced Reading: Sophocles
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Olson,S. Douglas
Description: Student may contact the instructor or department for information.

Grk 5701 Prose Composition
3 credit(s);
Instructor: Sheets,George A
Description: Daily graded assignments translating English into ancient Greek. Review of student compositions in class with discussion of grammar, diction, and other elements of style. Intended student outcomes for the course are as follows: (1) mastery of Greek morphology and syntax; (2) better control of Greek diction and idiom; (3) better comprehension of Greek discourse markers (particles, sentence structure); (4) better understanding of differences in Greek prose style (cola, "periods", information structure).
Style: 100% Discussion.
Grading: 100% written homework. All homework assigments must be uploaded to the course moodle by 10 am on the class day when due. Late work not accepted (see syllabus for details). Lowest four homework grades are dropped in the final average.

Grk 5800 Sight Reading for Graduate Students
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Olson,S. Douglas
Description: Student may contact the instructor or department for information.

Grk 5993 Directed Studies
1-4 credit(s), max credits 18, 18 completions allowed;
Instructor: Olson,S. Douglas
Description: Student may contact the instructor or department for information.
Grk 5993 Directed Studies
1-4 credit(s), max credits 18, 18 completions allowed;
Instructor: Sellew, Philip
Description: Student may contact the instructor or department for information.

Grk 8100 Readings in Greek Prose: Imperial Greek: Josephus, Plutarch, Lucian
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Sellew, Philip
Description: Student may contact the instructor or department for information.

Health Informatics 777 Mayo (Mayo Mail Code 511)

HInf 5431 Health Informatics II
A-F only, 3 credit(s);
Instructor: Pieczkiewicz PhD, David Sean
Description: An introductory survey of health informatics, focusing on applications of informatics concepts and technologies. Topics covered include: health informatics research, literature, and evaluation; decision models; computerized decision support systems; data mining, natural language processing, and other emerging technologies for supporting big data applications; ethics and security for health care information handling. Lectures, readings, and exercises will highlight the intersections of these topics with current information technology for clinical care and research.

HInf 5436 Seminar
S-N only, 1 credit(s);
Instructor: Speedie, Stuart M
Description: Student may contact the instructor or department for information.

HInf 5494 Topics in Health Informatics: Advanced Public Health Informatics Applications
1-6 credit(s), max credits 12, 3 completions allowed;
Instructor: LaVenture, Marty
Description: Student may contact the instructor or department for information.

HInf 5496 Internship in Health Informatics
S-N only, 1-6 credit(s), max credits 18, 3 completions allowed;
Instructor: Adam, Terrence Joseph
Description: Student may contact the instructor or department for information.

HInf 5496 Internship in Health Informatics
S-N only, 1-6 credit(s), max credits 18, 3 completions allowed;
Instructor: Pakhomov, Serguei V
Description: Student may contact the instructor or department for information.

HInf 5496 Internship in Health Informatics
S-N only, 1-6 credit(s), max credits 18, 3 completions allowed;
Instructor: Speedie, Stuart M
Description: Student may contact the instructor or department for information.

HInf 5499 Capstone Project for the Masters of Health Informatics
A-F only, 3 credit(s);
Instructor: Gatewood PhD, Lael Cranmer
Description: Student may contact the instructor or department for information.

HInf 5501 US Health Care System: Information Challenges in Clinical Care
S-N only, 0-1 credit(s), max credits 1, 1 completion allowed;
Instructor: Speedie, Stuart M
Description: Student may contact the instructor or department for information.

HInf 5520 Clinical Informatics and Patient Safety
A-F only, 2 credit(s);
Instructor: Khairat PhD, Saif
HInf 5530 Health Care Software Management
A-F only, 2 credit(s);
Instructor: Pieczkiewicz PhD, David Sean
Description: Health care software and unique interaction between key stakeholders in health care software development and implementation. Software development, computer programming, and software life cycle management for health care applications.

HInf 5540 Interprofessional Health Informatics
A-F only, 2 credit(s);
Instructor: Khairat PhD, Saif
Description: Student may contact the instructor or department for information.

HInf 8405 Advanced Topics in Health Informatics I
3 credit(s);
Instructor: Speedie, Stuart M
Description: Student may contact the instructor or department for information.

HInf 8446 Professional Studies in Health Informatics
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Speedie, Stuart M
Description: Student may contact the instructor or department for information.

HInf 8492 Advanced Readings in Health Informatics
A-F only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Speedie, Stuart M
Description: Student may contact the instructor or department for information.

HInf 8494 Research in Health Informatics
A-F only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Pakhomov, Serguei V
Description: Student may contact the instructor or department for information.

HInf 8494 Research in Health Informatics
A-F only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Speedie, Stuart M
Description: Student may contact the instructor or department for information.

HInf 8535 Advanced Health Informatics Research Methods
1-3 credit(s), max credits 6;
Instructor: Speedie, Stuart M
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Adam, Terrence Joseph
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Pakhomov, Serguei V
Description: Student may contact the instructor or department for information.

HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Pieczkiewicz PhD, David Sean
Description: Student may contact the instructor or department for information.
HInf 8770 Plan B Project
A-F only, 4 credit(s);
Instructor: Speedie, Stuart M
Description: Student may contact the instructor or department for information.

Health Professions

HP 4802 Health Economics and Finance
A-F only, 3 credit(s), max credits 6;
Instructor: Egginton, Jason
Description: Student may contact the instructor or department for information.

HP 4902 Management and Leadership in Healthcare
A-F only, 2 credit(s), max credits 4;
Instructor: Brown, Maria L.
Description: Student may contact the instructor or department for information.

Health Systems Management 20 Ruttan Hall

HSM 3521 Health Care Delivery Systems
A-F only, 3 credit(s);
Instructor: Riley, William J
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Students explore health care delivery systems including a review of health economics, third party and public reimbursement, and contemporary trends in health care organizations, management and administration. Regulations, standards, quality assurance, accreditation and ethical issues are considered in the context of contemporary medical practice. Future implications for the health care providers and professionals, patients and families, communities, and international health are included in this course.
Style: Online
Grading: See attached syllabus

HSM 4541 Health Care Finance
A-F only, 3 credit(s);
Instructor: Riley, William J
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. This course is designed to provide an understanding of finance in the health care industry through a discussion of how the health care industry's financial information is interpreted and used. The course aims to make the language of health care finance understandable and relevant for students in health care professions and in administration programs.
Style: 100% Web Based.
Grading: See attached syllabus

HSM 4571 Introduction to Grant Writing for Health Care and Nonprofit Organizations
A-F only, 3 credit(s);
Instructor: Bahar, Keri L
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course will provide you with the tools needed to research and write grants in today's funding and political climate. Today, decreasing government funding at the local, regional, state, and federal levels, along with decreasing traditional educational and other social service funding has resulted in an increased need for nonprofit groups to find new or additional financial support. At the same time, government and nonprofit foundations are significantly increasing support for targeted health care research funding. Students will learn the basics of grant writing, including how to identify potential funding sources, and respond to a Request for Proposal by creating a needs assessment, goal statement, budget, and grant funding plans.
Style: Online
Grading: See attached syllabus

Hebrew 245 Nicholson Hall

Hebr 1002 Beginning Hebrew II
5 credit(s); Grade of at least [C- or S] in [1001 or 4001] or instr consent
Credit will not be granted if credit has been
Hebr 3012 Intermediate Hebrew II
5 credit(s); Grade of at least [C- or S] in in 3011 or instr consent Credit will not be granted if credit has been received for: HEBR 4012;
Instructor: Schneller, Renana Segal
Description: Students in this course will be using the textbook "Hebrew From Scratch" part II by Shlomit Chayat, Sara Israeli, and Hilla kobliner. The program has a communicative and functional orientation. Current events will be discussed in Hebrew. Regular use of grammar and vocabulary encourages students to become more fluent in their use of Hebrew and to apply it creatively in new contexts. The course prepares students for the CLA language requirements.
Style: 33% Lecture, 33% Discussion. Recitation.
Grading: 20% mid exam, 15% final exam, 25% reports/papers, 30% quizzes, 10% class participation.

Hebr 3102 Intermediate Biblical Hebrew II
4 credit(s);
Instructor: Jassen, Alex P
Description: We will continue to work through Biblical Hebrew texts and gain a stronger understanding of Hebrew grammar, syntax, and vocabulary. This semester's reading will all be drawn from the book of Deuteronomy. We will gain an appreciation for reading a text as a whole. Students will gain further experience is working with dictionaries, grammars, and commentaries.

Hebr 3951W Major Project
4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hebr 3980 Directed Instruction
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hebr 4002 Beginning Hebrew II
3 credit(s); Grade of at least [C- or S] in [1001 or 4001] or instr consent Credit will not be granted if credit has been received for: HEBR 1002;
Instructor: Schneller, Renana Segal
Description: Hebrew 4002 is intended for students who have completed Hebrew 4001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening and reading. First year language courses involve extensive student interaction, partner activities, and group work. The text of the course, Hebrew from Scratch. The book is accompanied by CD's that are designed to be studied outside class. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Hebrew is spoken almost exclusively in class. Class attendance is critical. the course prepares students for the CLA language requirements.
Style: 33% Lecture, 33% Discussion.
Grading: 20% mid exam, 25% final exam, 20% reports/papers, 25% quizzes, 10% class participation.
Exam Format: multiple choice, fill in the blank and a small essay

Hebr 4012 Intermediate Hebrew II
3 credit(s); Credit will not be granted if credit has been received for: HEBR 3012;
Instructor: Schneller, Renana Segal
Description: Student may contact the instructor or department for information.

Hebr 4107 Intermediate Biblical Hebrew II
3 credit(s);
Instructor: Jassen, Alex P
Description: We will continue to work through Biblical Hebrew texts and gain a stronger understanding of Hebrew grammar, syntax, and vocabulary. This semester's reading will all be drawn from the book of Deuteronomy. We will gain an appreciation for reading a text as a whole. Students will gain further experience in working with dictionaries, grammars, and commentaries.

Hebr 5992 Directed Readings
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Hindi 220 Folwell Hall

Hndi 5993 Directed Readings
1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Hong, Sungok
Description: Student may contact the instructor or department for information.

Hindi-Urdu 220 Folwell Hall

HnUr 1102 Beginning Hindi and Urdu
5 credit(s); 1101 or 4001 or instr consent credit will not be granted if credit already received for: HNDI 1102/4002 and URDU 1102/4002 Credit will not be granted if credit has been received for: HNUR 4002;
Instructor: Singh, Anupma
Description: This is the second of a two semester sequence of Beginning Hindi-Urdu. Students will learn more in-depth knowledge of Hindi-Urdu through family activities, such as shopping, welcoming a guest, celebrating festivals, and going on a vacation. Students will also gain an understanding of the culture and learn the importance of culturally appropriate behaviors. By the end of the semester, students will be able to handle a range of real-life conversations, produce the standard written styles of the language on conventional themes, and comprehend Hindi-Urdu realia and simple stories.

HnUr 1102 Beginning Hindi and Urdu
5 credit(s); 1101 or 4001 or instr consent credit will not be granted if credit already received for: HNDI 1102/4002 and URDU 1102/4002 Credit will not be granted if credit has been received for: HNUR 4002;
Instructor: Hong, Sungok
Description: This is the second of a two semester sequence of Beginning Hindi-Urdu. Students will learn more in-depth knowledge of Hindi-Urdu through family activities, such as shopping, welcoming a guest, celebrating festivals, and going on a vacation. Students will also gain an understanding of the culture and learn the importance of culturally appropriate behaviors. By the end of the semester, students will be able to handle a range of real-life conversations, produce the standard written styles of the language on conventional themes, and comprehend Hindi-Urdu realia and simple stories.

HnUr 3102 Intermediate Hindi and Urdu
5 credit(s); 3101, 4003 credit will not be granted if credit already received for HNDI 3132/4004 or URDU 3132/4004 Credit will not be granted if credit has been received for: HNUR 4004;
Instructor: Singh, Anupma
Description: Students will continue to acquire practical and composite competency in Hindi-Urdu through reading literary texts in various genres, and will also learn about cultural elements incorporated in the reading materials. The class will have various activities that are geared toward improving students’ proficiency in oral and aural skills. Emphasis will be given to the students’ acquisition of Hindi-Urdu grammar focused on complex sentences for improving linguistic proficiency.

HnUr 3102 Intermediate Hindi and Urdu
5 credit(s); 3101, 4003 credit will not be granted if credit already received for HNDI 3132/4004 or URDU 3132/4004 Credit will not be granted if credit has been received for: HNUR 4004;
Instructor: Hong, Sungok
Description: Students will continue to acquire practical and composite competency in Hindi-Urdu through reading literary texts in various genres, and will also learn about cultural elements incorporated in the reading materials. The class will have various activities that are geared toward improving students’ proficiency in oral and aural skills. Emphasis will be given to the students’ acquisition of Hindi-Urdu grammar focused on complex sentences for improving linguistic proficiency.

HnUr 4002 Beginning Hindi and Urdu
3 credit(s); 1101 or 4001 or instr consent credit will not be granted if credit already received for: HNDI 1102/4002
and URDU 1102/4002Credit will not be granted if credit has been received for: HNUR 1102;
Instructor: Singh,Anupma
Description: This is the second of a two semester sequence of Beginning Hindi-Urdu. Students will learn more in-depth knowledge of Hindi-Urdu through family activities, such as shopping, welcoming a guest, celebrating festivals, and going on a vacation. Students will also gain an understanding of the culture and learn the importance of culturally appropriate behaviors. By the end of the semester, students will be able to handle a range of real-life conversations, produce the standard written styles of the language on conventional themes, and comprehend Hindi-Urdu realia and simple stories.

HnUr 4002 Beginning Hindi and Urdu
3 credit(s);3101 or 4001 or instr consent credit will not be granted if credit already received for: HNDI 3132/4004 or URDU 3132/4004Credit will not be granted if credit has been received for: HNUR 3102;
Instructor: Hong, Sungok
Description: This is the second of a two semester sequence of Beginning Hindi-Urdu. Students will learn more in-depth knowledge of Hindi-Urdu through family activities, such as shopping, welcoming a guest, celebrating festivals, and going on a vacation. Students will also gain an understanding of the culture and learn the importance of culturally appropriate behaviors. By the end of the semester, students will be able to handle a range of real-life conversations, produce the standard written styles of the language on conventional themes, and comprehend Hindi-Urdu realia and simple stories.

HnUr 4004 Intermediate Hindi and Urdu
3 credit(s);3101, 4003 credit will not be granted if credit already received for HNDI 3132/4004 or URDU 3132/4004Credit will not be granted if credit has been received for: HNUR 3102;
Instructor: Singh, Anupma
Description: Students will continue to acquire practical and composite competency in Hindi-Urdu through reading literary texts in various genres, and will also learn about cultural elements incorporated in the reading materials. The class will have various activities that are geared toward improving students' proficiency in oral and aural skills. Emphasis will be given to the students' acquisition of Hindi-Urdu grammar focused on complex sentences for improving linguistic proficiency.

HnUr 4004 Intermediate Hindi and Urdu
3 credit(s);3101, 4003 credit will not be granted if credit already received for HNDI 3132/4004 or URDU 3132/4004Credit will not be granted if credit has been received for: HNUR 3102;
Instructor: Hong, Sungok
Description: Students will continue to acquire practical and composite competency in Hindi-Urdu through reading literary texts in various genres, and will also learn about cultural elements incorporated in the reading materials. The class will have various activities that are geared toward improving students' proficiency in oral and aural skills. Emphasis will be given to the students' acquisition of Hindi-Urdu grammar focused on complex sentences for improving linguistic proficiency.

History 1110 Heller Hall

Hist 1000W Visions of the Past: Thematic Approaches to Understanding History: History of War
4 credit(s), max credits 8;Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Isett, Christopher Mills
Description: This course examines how war and society have shaped each other since Neolithic times. Historically, war has been a standard tool for organizing societies, settling disputes, and securing resources. The means and meaning of war have changed in important ways over time and we can see very different historical outcomes across different societies. The course begins with our basic understanding of war, asking what it is, has it always been the same, and how we might approach it historically. Much of the course will be spent examining evidence of past war making and the societies that made war, beginning with the earliest archeological evidence as well as evidence from primatologists and anthropology, and ending with war today. In addition to having a long historical sweep, we will adopt a broad and historically comparative approach. We examine differences in war making across many societies in Europe, Asia, the Americas and Africa. We examine what meaning different societies have brought to war, and how war has affected these societies. We highlight the comparative dimension in relation to culture.

Hist 1000W Visions of the Past: Thematic Approaches to Understanding History: Global WWII History
4 credit(s), max credits 8;Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Mizuno, Hiromi
Description: This course examines WWII from a global perspective, that is, from various corners of the world (Africa, Latin America, Middle East, as well as Europe and Asia). While covering the military aspect of the war, it also focuses on following questions: 1) what did WWII mean to various countries as well as the postwar world; and 2) how do various countries interpret the war in their own national history. Themes covered include: war and peacetime mobilization, migration, human rights, science and technology, memory and history. Various faculty members of the history department give lectures based on their geographical specialties. WWII was not an isolated military event; it created the world in which we live in now. We will explore how that happened from the global perspective.
Hist 1011W Civilization and the Environment: World History to 1500
4 credit(s); Fr or soph or non-hist major Credit will not be granted if credit has been received for: HIST 1017; Meets CLE req of Environment; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Hill, Gabriel
Description: We will be examining the broad sweep of history, from the evolution of humans to the dawn of the modern world circa 1500. We will explore a variety of ancient cultures (from Mesopotamia to China, and from Rome to the Incas) and how they were shaped by their environment. The course will focus on cultural and social history rather than geopolitical issues, so be prepared to discuss topics such as daily life, family, sex, law, and religion in these diverse cultures. Readings will primarily consist of primary sources such as The Epic of Gilgamesh, medieval Icelandic sagas, The Sundiata, and The Ramyana among others. Grades will be determined by two in-class exams, participation, primary source analysis papers, and other assignments.

Hist 1015W Globalization: Issues and Challenges
A-F only, 4 credit(s); Fr or soph or non-hist major Credit will not be granted if credit has been received for: GLOS 1015W; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Isett, Christopher Mills
Description: History 1015W is an account of the significant developments in global history since roughly the beginning of the 20th century. Through lectures, class readings, writing exercises, and section discussions, we will cover economic, political, social, and cultural developments that have shaped our world. Our course is intended to give you a basic framework of events and processes so that you will be able to situate yourself in complex strands of contemporary change, from the transformations underway in the Arab world, to the dilemmas of European integration, to the problem of American power, and China's ongoing political and economic transformations. These subjects cannot be understood without reference to processes of imperialism and decolonization, the rise of mass democratic states with universal suffrage, the emergence of global media systems, and the ongoing self-invention and adaptation of finance capital to new regions of the globe. As this is a writing intensive course, the course will pay close attention to improving students' writing skills, in the context of a variety of in-class and at-home assignments.

Hist 1032W Europe and the World: Expansion, Encounter, and Exchange from 1500 to Present
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: LORCIN, PATRICIA M.E.
Description: By means of lectures, readings and discussions this course will examine the way in which Europe interacted with the world from 1500 to the present and in the process developed the concept of "western civilization". We shall examine the significant political, economic and social developments that shaped European society and the overseas expansions, encounters and exchanges that helped to create the notion of being "western". Although the framework of the course will be chronological, emphasis will be placed on the trends and movements that influenced people's lives and views. The course will also take into account the ways in which differences of religion, class, race, ethnicity and gender contributed to the development of this consciousness.

Hist 1302W Global America: U.S. History Since 1865
4 credit(s); Fr or soph or non-hist major Credit will not be granted if credit has been received for: HIST 1308; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Lindquist, Malinda A
Description: This course asks a series of questions about what America is and what it has meant to its citizens, immigrants, and the world over the past 140 years. Students explore struggles that have animated American life for well over a century and remain pressing today. Through analysis of primary sources and scholarship, the course asks: What is America? Who is an American? What is the place of the US in the world? How have race, class, gender, immigration, sexuality (and conflict over all of these) shaped this country? What roles have youth, the government, mass movements, wars, international affairs, energy, and technology played in these conflicts? This course asks how Americans answered and debated these questions over nearly a century and a half of American history. This was a period of tremendous tumult. In the late nineteenth century, the reconstruction of the South and the entire nation, the westward expansion of the United States, intense conflict with Native American nations, and a new push toward overseas imperialism all gave power the question of what America meant. So, too, did the massive migrations of the late nineteenth and early twentieth centuries as immigrants came from overseas and Americans migrated to new regions, as cities boomed and rural areas struggled, and as the conflicts and changes that arose gave power to conflicting reform movements. As the US reached a new international position in the First World War and the growth of the American economy in the 1920s, these events were equally flashpoints of race, gender, and class conflict. These conflicts, in turn, shaped the politics of the Great Depression and a New Deal that fed the growth of the federal government, transformed of the meaning of American citizenship,
reinforced regional, racial, gender, and class stratifications, and mobilized a new period of labor activism. The following decades?filled as they were with World War Two and the Cold War?empowered a kind of nationalism that made the question of American identity all the more urgent. Debate over the meaning of America was at the heart of the continuing civil rights movement, increasing demands by labor, women, and sexual minorities for full rights as Americans, and the debate over the war in Vietnam. In the eighties and nineties, a resurgent political, social, and cultural conservativism empowered and drew upon American nationalism. In the context of these sea changes, the US was hit by the attacks of 9/11. In response, some favored a more restrictive notion of American identity, while others questioned the place of their nation in the world. As the course draws towards the present moment, it is clear that the question of what America is and ought to be for its people and the world remains a central political, economic, social, and cultural concern.

Hist 1907W Freshman Seminar: Rise of Religion in Modern America
A-F only, 3 credit(s);Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive
Instructor: Butler, Jon Harold
Description: Why and how has religion been so persistently important in American politics and culture since the 1950s if America "secularized" after 1900, as our histories and much political rhetoric commonly suggest? This discussion-based small freshman seminar seeks to answer that question. Students will read selections by compelling figures in American religion, such as William James, Dorothy Day, Abraham Heschel, Martin Luther King, and Jerry Falwell, among others, James Baldwin's short powerful novel, Go Tell It on the Mountain, and historical essays that, for example, explain the distinctiveness of American Catholic parishes, or anti-Semitism in the 1930s, or the Americanization of traditional Vietnamese religious practices among refugees after 1970. The seminar carries designations as "LE: Diversity and Social Justice in the United States" and "Writing Intensive." Class sessions will focus on student discussions guided by the instructor, with occasional short lectures. Writing will begin with 3 short 500-word essays on some aspect of reading in the early weeks, a 10-12 page revisable research essay based on thoroughly accessible historical sources selected under the personal guidance of the instructor so it is appropriate for each freshman student, and a short take-home final essay bringing together principal themes of the seminar. By the end of the seminar, students will be able to discuss how, why, and to what effect religion continued to be important in twentieth-century America despite late 19th-century worries that it would be crushed by urbanization, industrialization, and modern mass society.
Style: 20% Lecture, 80% Discussion.
Grading: 25% class participation. Short Essays 20% Research Essay 40% Take-home Final Essay 15%

Hist 3000W Visions of the Past: Thematic Approaches to Understanding History: History of War
4 credit(s), max credits 8;Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Isett, Christopher Mills
Description: This course examines how war and society have shaped each other since Neolithic times. Historically, war has been a standard tool for organizing societies, settling disputes, and securing resources. The means and meaning of war have changed in important ways over time and we can see very different historical outcomes across different societies. The course begins with our basic understanding of war, asking what it is, has it always been the same, and how we might approach it historically. Much of the course will be spent examining evidence of past war making and the societies that made war, beginning with the earliest archeological evidence as well as evidence from primatologists and anthropology, and ending with war today. In addition to having a long historical sweep, we will adopt a broad and historically comparative approach. We examine differences in war making across many societies in Europe, Asia, the Americas and Africa. We examine what meaning different societies have brought to war, and how war has affected these societies. We highlight the comparative dimension in relation to culture.

Hist 3000W Visions of the Past: Thematic Approaches to Understanding History: Global WWII History
4 credit(s), max credits 8;Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Mizuno, Hiromi
Description: This course examines WWII from a global perspective, that is, from various corners of the world (Africa, Latin America, Middle East, as well as Europe and Asia). While covering the military aspect of the war, it also focuses on following questions: 1) what did WWII mean to various countries as well as the postwar world; and 2) how do various countries interpret the war in their own national history. Themes covered include: war and peacetime mobilization, migration, human rights, science and technology, memory and history. Various faculty members of the history department give lectures based on their geographical specialities. WWII was not an isolated military event; it created the world in which we live in now. We will explore how that happened from the global perspective.
Style: 70% Lecture, 10% Film/Video, 20% Discussion.
Grading: 25% mid exam, 25% final exam, 10% quizzes, 20% reflection paper, 20% class participation.
Exam Format: Take-home essay style paper

Hist 3010W Historical Research Seminar: Medieval Mediterranean: Merchants and Pirates
A-F only, 3 credit(s), max credits 12, 4 completions allowed;Meets CLE req of Writing Intensive
Instructor: Reyerson, Kathryn L
Description: Student may contact the instructor or department for information.
Hist 3010W Historical Research Seminar: Christ in Islamic Thought
A-F only, 3 credit(s), max credits 12, 4 completions allowed; Meets CLE req of Writing Intensive
Instructor: Matar, Nabil I
Description: Christ in Islamic Thought: from the Qur'an to the 21st Century HIST 3010W: Historical Research Seminar
Islam has a long history of engagement with the figure of Christ. This new course examines that engagement from the beginnings in the Qur'an and Hadith, and into the medieval and early modern periods. It will focus on texts in their social and historical context, from Sufi poetry and Stories about the Prophets to the “Gospel of Barnabas” and its relation to the Moriscos at the end of the sixteenth century. The course covers material from Arabia, North Africa, and Spain, and emphasizes the twelfth-century political geography of the Middle East that gave rise to the Christ figure in the novels of two Muslim authors, Naguib Mahfouz and Jabra Ibrahim Jabra. It concludes with excerpts from a 20-hour Iranian TV series about Jesus (and a shorter one on Mary), shown recently in various parts of the Islamic world. The course will touch on the controversies that surrounded these and other films that have depicted religious figures. All readings and films are in English. Arabic material are completely optional.

Hist 3101 Introduction to Medieval History
3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Hill, Gabriel
Description: The course examines sex, religion, war, disease, and other topics during the European Middle Ages (ca. 500-1500). We will cover the transformation of the Roman Empire, the development of Christianity, the rise of the Carolingians, the Papacy, Heresy, the Crusades, the development of Islam, the Black Death, and the Hundred Year’s War. In addition to Western Europe, we will venture into Russia, Byzantium, the Middle East, and other areas. We will also be thinking about how the Middle Ages are portrayed in modern society by watching a few films that attempt to recreate the Middle Ages. This is a broad survey of the period, so no prior experience in the topic is expected. Grading will be based on independent book reviews on books/topics that interest students, two in-class exams, and participation.

Hist 3152 British History From the Seventeenth Century
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
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 at Thatcher’s rise and fall, and the rebirth of multicultural Cool Britannia. For more information write clark106@tc.umn.edu.

Hist 3271 The Viking World: Story, History, and Archaeology
3 credit(s); Credit will not be granted if credit has been received for: HIST 5271;
Instructor: Zimo, Ann E
Description: Terrorizing the locals from Byzantium to Ireland with their swift attacks, the Vikings acquired a savage reputation in the minds and stories of their victims, typically inhabitants of medieval Christian Europe. Yet the enduring influence of the medieval Scandinavians? both in the medieval world and in the modern imagination? exceeds their violent behavior. Not only successful raiders, they were also astute merchants, diligent farmers, skilled craftsmen, and savvy political players. The Vikings raided AND traded from Norway to Newfoundland, from Sweden to the Silk Road. They sailed their dragon-prowed ships over the treacherous, frozen North Sea, to the North Atlantic, and through the Straits of Gibraltar into the warm, blue waters of the Mediterranean. In the process, they circulated not only fear, but goods and culture. Through an array of sources, including archaeological studies and translations of medieval histories and literature, this course examines the Viking presence throughout the medieval world and follows their western expansion across the North Atlantic. We will also consider their worldviews, literature, and artistic expressions, trace their transition from paganism to Christianity, unravel their political organizations, and delve into daily life and culture. Throughout the course, we will analyze how the Vikings have been (mis)understood and (mis)represented over the centuries, and will gain an understanding of how we know what we know about them.

Hist 3348 Women in Modern America
3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: GWSS 3408;
Instructor: Dubrow, Gail Lee
Description: Student may contact the instructor or department for information.

Hist 3402W Modern Latin America 1825 to Present
Hist 3426 Pirates of the Caribbean
3 credit(s);
Instructor: Hoyt, Andrew Douglas
Description: This course examines the history of early modern globalization through one of its most cosmopolitan actors, the pirate. With a geographical focus in the Caribbean basin, the class reaches out to explore networks of capitalism, migration, empire, and nascent nationalism. By studying global phenomena through marginalized participants - buccaneers, maroons, rebels, criminals, paupers, and privateers - we will seek alternate historical narratives on the emergence of the modern world.

Hist 3431 Early Africa and Its Global Connections
4 credit(s); Credit will not be granted if credit has been received for: AFRO 3431; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Gengenbach, Heidi
Description: Africa is in the headlines a lot these days. Islamic militants in North Mali. Ivory poaching in East Africa. Somali pirates. War in Darfur. Drought in the Sahel. Striking miners in South Africa. Hunger, HIV-AIDS, child soldiers, the ? Arab Spring.? What do you know about the history behind these headlines? Have Africa?s internal politics and global connections always been as conflict-ridden as they seem today? Why do we hear so little good news from the continent that is the home of some of the world?s oldest civilizations, not to mention the cradle of humankind? This course offers an introduction to early African history, focusing on the dynamic cultures and social systems, sophisticated technologies and commercial networks, complex spiritual beliefs and political structures that shaped the continent and its relations with the outside world from earliest times to 1800. Through lectures, case studies, readings and films, we will put the challenges? and accomplishments?of contemporary Africa into historical perspective, paying special attention to the efforts of ordinary men and women to control their destinies in an increasingly interconnected world. No prior coursework or knowledge needed!

Hist 3435 History of South Africa from 1910
3 credit(s); Credit will not be granted if credit has been received for: AFRO 3205;
Instructor: Atkins, Keletso E
Description: Student may contact the instructor or department for information.

Hist 3462 From Subjects to Citizens: The History of East Asia From 1500 to the Present
3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: EAS 3462; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Jiang, Yuanxin
Description: Student may contact the instructor or department for information.

Hist 3476 War and Peace in Japan Through Popular Culture
A-F only, 4 credit(s); Credit will not be granted if credit has been received for: ALL 3457;
Instructor: Mizuno, Hiromi
Description: This history course examines issues related to war and peace in twentieth-century Japan by using animation films and comics. The course is divided into two separate parts. The first looks at how animation was used for war propaganda during WWII in Japan and its then enemy country, the US. The second part explores three key issues that have defined discourse of war and peace in postwar Japan: 1) memory of WWII; 2) the pacifist Constitution; and 3) national security and Self-Defense Force (SDF). We will be reviewing films every two weeks or so. There will be a brief lecture for each film and theme. No prerequisite. This is not a history of anime or manga.
Style: 30% Lecture, 30% Discussion. film viewing
Grading: 55% reports/papers, 25% class participation, 20% other evaluation. film and comics analysis assignment
Exam Format: essay

Hist 3487 The Vietnam Wars: French Colonialism and U.S. Intervention in Indochina
3 credit(s);
Instructor: Lee, Mai Na M.
Hist 3489 20th Century India

A-F only, 3 credit(s);

Instructor: Skaria, Ajay

Description: At the beginning of the 20th century, India was a British colony; now, in the second decade of the 21st, it is widely regarded as a rising economic and political power. This has been a tumultuous period, marked amongst other things by: the largest and most powerful nonviolent movement anywhere in the world, which under the leadership of Gandhi led to India’s independence; the bloody partition of the subcontinent into India and Pakistan; the consolidation of a parliamentary system that has seen India emerge as the world’s largest democracy; transformations of caste that, while they have not dislodged the upper castes, have seen the increasing assertion of power by the lower castes, especially the former untouchables; the emergence of new forms of Hindu and Muslim identity, and relatedly the increasing power of the BJP, the Hindu nationalist party; the rise of India as an economic power is likely to see it soon become the seventh richest nation in terms of private wealth, even as close to a quarter of the population continues to suffer from severe poverty. This course will track the processes that have led to the making of contemporary India by paying special attention to 20th century Indian civic life and nationalism. Specifically, it will explore how Indian national and political identities have been constantly rolled by the mobilizations of both marginal groups (lower castes, women, peasants, and Muslims) seeking equality, and how the Indian state, Indian nationalism and even everyday life has been shaped by these mobilizations. Throughout, the course will stress the broader implications of these social processes—the way that these processes illuminate the workings of civic life and national identities not just in India, but elsewhere too. Through the course, students will hopefully become familiar with various debates and issues in contemporary India. We will start every class with a 10-15 minute discussion session devoted to student reports on and analysis of Indian websites devoted to contemporary politics, society, economics and culture. (You will be expected to spend some time before each class visiting one or more from the list of websites I will provide) The rest of the class will be devoted to discussion and lecture of assigned readings, which will include the writings both of those actively involved in the social transformations being studies, and the writings of scholars and intellectuals now reflecting on these changes.

Style: 50% Lecture, 50% Discussion.

Grading: 40% reports/papers, 40% journal, 20% class participation. Evaluation will be on the basis of three components: daily journal responses (40%), final essay length paper of approx. 2500-3000 words (40%); and class participation (20%).

Exam Format: essay

Hist 3502 Ancient Israel: From Conquest to Exile

3 credit(s); credit will not be granted if credit already received for: ANE 3502/5502, RelA 3502/5502 Credit will not be granted if credit has been received for: CNES 3502;

Instructor: von Dassow, Eva

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

Style: 60% Lecture, 40% Discussion.

Grading: 20% final exam, 45% reports/papers, 20% quizzes, 15% class participation.

Exam Format: Essays, short IDs, maps

Hist 3504 The Cultures of the Silk Road

3 credit(s);

Instructor: Bashiri, Iraj

Description: The cultures of the Silk Road flourished in present-day Central Asia, the region between Dunhuang and Merv, under the Sassanids, the western Turks, and the Mongols. After the discovery of the sea routes, the movement of goods on land became less profitable, but the exchange of ideas—religious, social, political, and literary—continued, and is creating new opportunities. Since the fall of the Soviet Union, there has been an attempt at reviving the Silk Road by the region’s centers of learning and prominent international banks. The potential for the exchange of ideas across cultures
for creating a better world is as promising a notion today as it was real in medieval times. The course is devised to acquaint students with the dynamics of the Silk Road, both in medieval and contemporary times. It provides the necessary information to understand, interpret, and accept ideas and actions that, on the surface, might appear alien and often unacceptable. The course emphasizes the contributions of the cultures of Central Asia, Afghanistan, and Iran to world civilization.

**Style:** 60% Lecture, 10% Film/Video, 10% Discussion, 20% Student Presentation.

**Grading:** 12% final exam, 45% reports/papers, 24% quizzes, 3% attendance, 10% in-class presentation, 6% class participation.

**Exam Format:** essay--Students are given a study guide before each exam with the major topics discussed from which exam questions are taken.

---

**Hist 3506 Modern Iran: Nationalism, Religion, and the Struggle to Create Modern Iran**

- **3 credit(s);**
- **Instructor:** Bashiri, Iraj

  **Description:** Modern Iran covers Iranian history from the fall of the Sassanids (7th c. CE) to the present. 1) Shi’ite Islam in world context: the relationship between Iranian nationalism and Iranian Shi’ism. 2) Focus on Iranian dynasties, like the Safavids (1502-1722), who brought Iran prosperity vis-a-vis the Qajars (1785-1925) under whose rule Iran lost its prestige and most of its territory. 3) Iran’s entrance into world politics. a) Great Britain and United States brought Iran up to par with other nations in the region, like Turkey. b) The reaction of the Shi’ite clergy against the government of the Shah and the US?the 1979 Iranian Revolution.

  **Style:** 50% Lecture, 20% Film/Video, 10% Discussion, 20% Student Presentation.

  **Grading:** 15% final exam, 40% reports/papers, 22% quizzes, 3% attendance, 15% in-class presentation, 5% class participation.

  **Exam Format:** essay format

---

**Hist 3509 Approaches to the Study of the Middle East**

- **A-F only, 3 credit(s);**
- **Instructor:** Hakim, Carol

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

---

**Hist 3512 History of Modern Israel/Palestine: Society, Culture, and Politics**

- **3 credit(s); Credit will not be granted if credit has been received for: JWST 3512; Meets CLE req of Global Perspectives**
- **Instructor:** Schroeter, Daniel J

  **Description:** Beginning with a survey of Palestine in the nineteenth century, this course examines the origins of Zionism and Arab Nationalism, Arab-Jewish conflict in Palestine, the development of Jewish and Arab national cultures in the British Mandate, the formation of the Israeli nation after 1948, the Arab-Israeli wars, and the development of the Palestinian movement. Particular attention will be paid to the diversity of Israeli and Palestinian society and culture, and the relations between the diverse communities in Israel/Palestine in the 20th century. As one of the most controversial subjects of the modern world, students will confront many contested accounts and interpretations of history that often serve the political aims of one of the many sides in the Israeli-Palestinian conflict. Yet in understanding these opposing viewpoints and competing versions of history, students will be better equipped to analyze why the conflict in Israel/Palestine has remained so difficult to resolve.

---

**Hist 3606 Christians, Muslims, and Jews in the Middle Ages**

- **3 credit(s); Credit will not be granted if credit has been received for: JWST 3606; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives**
- **Instructor:** Phillips Jr, William D

  **Description:** Spell Check Course Guide Description (3,000 character limit) (Alt+5) The course will cover ca. 400 to ca. 1500 and will emphasize the Mediterranean with medieval Iberia as a main case study. Emphasis on social and political features. Readings in primary and secondary sources. Mid-term and final exams. One or two short papers. Lectures and class discussion. Violent dimensions of these relations: Muslim/Christian expansion, jihad/crusade, anti-Jewish violence/persecution. Peaceful dimensions: trade, intellectual exchange, religious dialogue.

  **Style:** 30% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities, 10% Student Presentation.

  **Grading:** 20% mid exam, 30% final exam, 15% reports/papers, 10% attendance, 10% in-class presentation, 15% class participation.

---

**Hist 3611 Medieval Cities of Europe: 500-1500**

- **3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives**
- **Instructor:** Reyerson, Kathryn L

  **Description:** For anyone who has traveled to Western Europe, cities with a medieval past are everywhere. This course is designed to introduce undergraduates to European urban forms in the pre-modern era. The political, social, economic, legal, and cultural life of medieval towns, as well as their physical remains, will be explored. The evolution of the town will
Hist 3704W Daily Life in Europe: 1300-1800
3 credit(s);Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Phillips,Carla Rahn
Description: Under the broad heading of "Daily Life in Europe," we will examine various key issues in the lives of men and women in Europe between the Black Death and the Industrial Revolution. Some of the historical questions we will ask are: What were the rates of birth, marriage, and death in various European countries? What effect did epidemics and wars have on population size and the quality of life? How did men and women find marriage partners? What experiences did they have in their marriages and family lives? How did people at various levels of society make a living? How and why did some of them travel far from where they were born? Did their standards of living change over time? Who held the reins of power? How was society structured and how did social classes relate to one another? How and why did ordinary people rebel against governments and the privileged classes? What results did these rebellions have? What role did formal religion and other beliefs play in people's lives? Was witchcraft a major force in society? These and other questions will shape the
Style: 30% final exam, 60% reports/papers, 10% class participation.
Exam Format: Short answer and essays
lectures, readings, and discussions in the course. Whether the readings deal with family and sexual behavior, farming, manufacturing, buying and selling goods, seafaring, religion, culture, or other topics, all of the authors discuss how interpretations have changed over time and offer their own revised interpretations of daily life in the past, based on an expanding body of documentary evidence. The class therefore introduces students, not only to the history of daily life in the early modern period, but also to the ways that historians interpret it, and the ways that they, as critical thinkers, can assess the interpretations of those historians.

**Style:** 80% Lecture, 20% Small Group Activities.

**Grading:** 20% mid exam, 40% final exam, 30% reports/papers, 10% class participation. Class participation includes attendance, discussion groups, and informal presentations. Students must complete all of the graded assignments in order to receive a grade for the course. Unexcused late work is penalized.

**Exam Format:** Essays, both short and long, plus a map on the mid-term. Students will know the questions for the final examination in advance.

### Hist 3727 History of the Holocaust

- **3 credit(s); Credit will not be granted if credit has been received for:** RELS 3521W;
- **Instructor:** Ashkenazi, Ofer
- **Description:** Student may contact the instructor or department for information.

### Hist 3804 Religion and the U.S. Founding: Contests Then and Now over the Place of Religion in Politics

- **3 credit(s); Credit will not be granted if credit has been received for:** RELS 3623;
- **Meets CLE req of Historical Perspectives**
- **Instructor:** Fischer, Kirsten
- **Description:** A heated debate rages in the U.S. today about the proper role of religion in American politics. In arguing about the appropriate relationship of church and state, contenders on all sides frequently support their claims with references to the framers of the U.S. Constitution. Some see these men as devout Christians intent on establishing a Christian Nation, while others view them as secularists focused on separating church and state. All sides use direct quotes to make their case. Who is right? This Historical Perspectives course explores how leading political figures wrote about religion during and after the framing of the U.S. Constitution. The course also investigates competing religious currents in the early Republic, the rise of the Religious Right in the 20th century, and debates in the late-18th century and today over the proper role of religion in American politics. See the syllabus for more information.
- **Style:** 70% Lecture, 5% Film/Video, 10% Discussion, 15% Small Group Activities.
- **Grading:** 20% mid exam, 30% final exam, 40% reports/papers. In-class writing assignments will be worth 10% of the final grade.
- **Exam Format:** The mid-term exam will be written during class time. The final is a take-home exam.

### Hist 3812 The Civil War and Reconstruction

- **3 credit(s);**
- **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.
- **Style:** 75% Lecture, 15% Discussion.
- **Grading:** 20% mid exam, 25% final exam, 45% reports/papers, 10% class participation.
- **Exam Format:** mixed

### Hist 3822 United States in the 20th Century Since 1945

- **3 credit(s);**
- **Instructor:** Welke, Barbara Young
- **Description:** The years from the end of World War II to the present have been marked by drama, possibility, tragedy, and, above all, change. World War II created a new world at home and abroad. Never again could Americans treat the worlds of domestic and foreign affairs as separate. From 1946 through the 1980s, the Cold War cast a shadow over every facet of American life. Yet, paradoxically, it also created possibility. The unprecedented era of economic prosperity ushered in by WWII spread the fruits of the American Dream more broadly than ever before and made it possible to believe that poverty itself could be eliminated. That dream was both fueled by the Cold War and ultimately sacrificed to it. From assassinations to impeachments, from Korea to Iraq, from civil rights to women's rights and gay marriage, from the environmental movement to the consumer movement to globalization, we will explore and debate key social, political, economic, cultural, and legal developments in the years from WWII to 2012.
- **Style:** 75% Lecture, 25% Discussion.
Hist 3838 Family History in America
A-F only, 3 credit(s);
Instructor: Chang, David Anthony
Description: This course will introduce you to online genealogical methods and the history of genealogy in the United States. Students will learn how to use Ancestry.com (a subscription is required for the course). They will also read books and articles to learn how different people in the United States have used genealogy and family history as tools in pursuit of various goals. Genealogy has been useful for a range of people—from elite families in colonial British America, to African Americans and "white ethnics" in the twentieth century, to gay, lesbian, and transgender people today. Students will also explore the ways that historians have used the history of particular families to understand American history. For their final paper, each student will trace a genealogy and write on the history of one family (usually, they choose their own). The course will also require quizzes and two shorter papers.

Hist 3862 American Immigration History
3 credit(s); Credit will not be granted if credit has been received for: CHIC 3862; Meets CLE req of Diversity and Social Justice US; meets CLE req of Historical Perspectives
Instructor: Lee, Erika
Description: The idea that the United States is a "nation of immigrants" is one of the fundamental premises of American history and popular culture. Yet Americans have always had a complicated relationship to actual immigrants and refugees in our communities. This course will examine the comparative history of immigration to and immigrants in America. We will begin in the colonial era when servants and slaves composed the bulk of early migration to America. They were followed by other immigrants from Europe who sought both refuge and economic opportunity. Immigration increased during the 19th century of immigration? from 1830-1930 which witnessed the arrival of Europeans, Asians, and Latin Americans who worked in the country's factories and farms and helped turn the United States into a global economic power. Since World War Two, new immigrants and refugees have arrived from Asia, Latin America, and Africa. They have come at a time of increasing immigration regulation, and more recently, during a time when Americans have engaged in a new and divisive debate over immigration. Following the historical outline of the course, we will examine both the experiences of immigrants in their homelands and in the United States and explore such topics as immigrant labor, families, immigration and gender, race, class, religion, and sexuality, immigration law, acculturation, changing American national identity, and the importance of immigration to the making of modern America. In comparing the past with the present, we will explicitly consider how America's past experiences with immigration inform contemporary social conflicts over diversity and social justice. Reading assignments will include primary sources, autobiographies, and historical scholarship. We will also use the internet and films to complement lectures and class discussions. This course has been submitted to the University's LE committee and we anticipate approval for both Historical Perspectives and Diversity and Social Justice Liberal Education requirement themes beginning Spring 2012.
Style: 50% Lecture, 10% Film/Video, 30% Discussion.
Grading: 60% reports/papers, 20% special projects, 20% class participation.

Hist 3865 African American History, 1865 to Present
A-F only, 4 credit(s); Credit will not be granted if credit has been received for: AFRO 3865;
Instructor: Lindquist, Malinda A
Description: This course begins with the post-Civil War liberation of four million slaves. As the nation's newest citizens, blacks tested and exercised their newfound freedom through marriage, education, migration, and political participation. On the road to freedom during Reconstruction, southern and northern whites conspired to keep blacks in bondage. The process of undercutting the gains of Reconstruction resulted in Jim Crow segregation, disenfranchisement, and labor discrimination. While detailing black life under Jim Crow, this course also highlights African-American agency through intellectual and cultural production; and union activity and political organization. We then turn a crucial corner during the New Deal era and the Second World War, a period which set the stage for the modern civil rights struggle by unleashing a cadre of black lawyers, social scientists, grassroots activists, and political organizations who worked to tear down the walls of Jim Crow. Next we journey through the 1950s, 1960s, and 1970s and ask -- What role did black protest culture play in liberating blacks during the second reconstruction? We compare the experiences of black men and women and consider how changing ideals of manhood and womanhood shaped the various rights movements. Finally, the course grapples with a variety of contemporary issues from the black boy crisis, to the rise of hip hop and its appeal to white youth to the recent presidential candidacies of Shirley Crisholm, Jesse Jackson, Al Sharpton and Carol Moseley Braun, to the monumental election of Barack Obama in 2008.
Style: 70% Lecture, 15% Film/Video, 15% Discussion.
Grading: 20% mid exam, 20% final exam, 50% reports/papers, 10% class participation.

Hist 3869 Urban American History: Race, Class, Gender, and Sexuality in Urban America
A-F only, 3 credit(s);
Instructor: Dubrow, Gail Lee
Description: This course is designed as an undergraduate seminar in American Urban History. Its purpose is to provide students with the opportunity for immersion in historical scholarship that addresses the social, economic, political, technological, and cultural forces that have shaped the development of American cities. As a seminar, this course emphasizes reading and discussion as the primary modes of learning. To promote engagement with the course content, students will be actively involved by taking turns as presenters and discussion leaders. Students' comprehension of the readings will be evaluated in a final essay exam. Students taking this course for Honors credit will answer additional exam questions and complete a written project, and in-class presentation based on it, focused on making some aspect of American urban history publicly visible.

Hist 3872 American Indian History: 1830 to the Present
3 credit(s); Credit will not be granted if credit has been received for: AMIN 3872; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives
Instructor: O'Brien, Jean Maria
Description: How did American Indian nations navigate the turbulent nineteenth and twentieth centuries that brought a flood of intruders into their homelands and remake themselves into the vibrant and richly diverse peoples that they are in the present? Beginning with the turmoil surrounding Indian Removal policy in the 1830s, and extending into the present-day struggles of Indian nations to control their own destinies, this course serves as an introduction to American Indian history from 1830 to the present. Touching on such themes such as cultural resistance and and political resurgence in the face of U.S. colonialism, we will focus on the interface between the development of Federal Indian policy and American Indian resistance to U.S. initiatives as a unifying theme, and we will also consider major shifts in the nature of American Indian sovereignty into the present. This course stresses the integrity and adaptability of American Indian societies, and the centrality of ever-emergent American Indian identity to the experiences of Indian people. Particular topics include: Indian Removal and the concept of Indian Territory; Sovereignty: What does it mean? Encounters, east and west; Reservation Life; Pan-Indianism; John Collier and the Indian New Deal; the Indian Claims Commission; Termination and Relocation; Self-Determination and Indian Activism. Readings are designed to complement course session, and include documents, a monograph, a novel, and compiled oral histories of Indian peoples.
Style: 30% Lecture, 30% Discussion. films
Grading: 40% mid exam, 25% final exam, 25% reports/papers, 10% class participation.
Exam Format: Essay

Hist 3878 American West
3 credit(s);
Instructor: Phillips, Katie
Description: Student may contact the instructor or department for information.

Hist 3959 How to Do History
A-F only, 3 credit(s);
Instructor: Phillips Jr, William D
Description: Everything that happened in the past led to where we are today, but how do we go about understanding that past human experience? This course aims to prepare you to be a good consumer and producer of history, whether you are writing a senior paper in the History Department or simply learning what history is about, so you can better understand the complex world we live in. You will be introduced to the ways that historians investigate, interpret, and write about the past, as well as learning how to think critically about sources of historical information. You will read, discuss, and write about various historical sources and learn how to evaluate them. You will also be introduced to the rich collections of historical sources at the University of Minnesota and in the Twin Cities.

Hist 3959H Honors: How to Do History
A-F only, 3 credit(s);
Instructor: Phillips Jr, William D
Description: Everything that happened in the past led to where we are today, but how do we go about understanding that past human experience? This course aims to prepare you to be a good consumer and producer of history, whether you are writing a senior paper in the History Department or simply learning what history is about, so you can better understand the complex world we live in. You will be introduced to the ways that historians investigate, interpret, and write about the past, as well as learning how to think critically about sources of historical information. You will read, discuss, and write about various historical sources and learn how to evaluate them. You will also be introduced to the rich collections of historical sources at the University of Minnesota and in the Twin Cities.

Hist 3960 Topics in History: Hmong Refugees From the Secret War
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Lee, Mai Na M.
Description: This course exams the history of Hmong Americans during the last 35 years since American withdrawal from Vietnam and Communist victory in 1975. As the US rebuilds relations with Vietnam and the Lao PDR, Hmong Americans
focused on socio-economic, political, and religious integration. The older generation of exiled leaders centered on transnational politics and retaking Laos while the younger generation concentrated on integration, civil rights, and political activism in the US. Generational gaps, gender changes, economic challenges, and linguistic and cultural survival become central issues. Grading is based on two midterms, discussions/class assignments, a critical paper, one newspaper report, one research paper & presentation, and a final exam.

Style: 15% Lecture, 10% Film/Video, 55% Discussion, 10% Small Group Activities, 10% Student Presentation.

Hist 3960 Topics in History: Food and Famine in African History
- 3 credit(s), max credits 16, 5 completions allowed;
- Instructor: Gengenbach, Heidi
- Description: Why does famine happen in Africa? How did a continent of expert farmers whose ancestors conquered one of the world’s most challenging environments become the place we associate with the extremes of hunger today? This course tackles these question by looking at the last 200 years of African history from the point of view of the men and women who have produced, traded, controlled, supplemented and transformed the continent’s food supply, from the twilight of the Atlantic slave trade through the current food crisis in the Sahel. Farmers and fisherfolk, missionaries and market women, policymakers and plantation owners, humanitarians and development workers, agribusiness and biotechnology firms?these actors and others have long struggled to manage and benefit (in one way or another) from Africa’s rich agricultural potential. A global battle to ?improve? farming systems and end hunger in Africa continues today. Through case studies from Somalia, Ethiopia, Kenya, Mali, Burkina Faso, Zimbabwe and Mozambique, we will explore the processes of historical change that have led to famine and food insecurity in contemporary Africa, along with the main contenders in the ongoing debate about how to ?fix? African agriculture and end rural poverty for good.

Hist 3960 Topics in History: West African History: 1800 to Present
- 3 credit(s), max credits 16, 5 completions allowed;
- Instructor: Coifman, Victoria Bomba
- Description: Student may contact the instructor or department for information.

Hist 3960 Topics in History: Pre-Columbian Art of the Americas
- 3 credit(s), max credits 16, 5 completions allowed;
- Instructor: Afanador-Pujol, Angelica J
- Description: Student may contact the instructor or department for information.

Hist 3980W Supplemental Writing in History
- 1 credit(s), max credits 4, 4 completions allowed; Meets CLE req of Writing Intensive
- Instructor: STAFF
- Description: With the permission of the instructor of a history course, a student may add this one-credit independent study in order to make the course writing intensive. The student would then be expected to do additional written work, including the revision of at least one paper.

Hist 3990 Historical Internship
- 1-4 credit(s), max credits 8;
- Instructor: Hoogland, Tim
- Description: Student may contact the instructor or department for information.

Hist 4961V Honors: Major Paper
- A-F only, 4 credit(s); Meets CLE req of Writing Intensive
- Instructor: Cohen, Gary B.
- Description: Student may contact the instructor or department for information.

Hist 4961V Honors: Major Paper
- A-F only, 4 credit(s); Meets CLE req of Writing Intensive
- Instructor: Murphy, Kevin P.
- Description: Student may contact the instructor or department for information.

Hist 4961V Honors: Major Paper
- A-F only, 4 credit(s); Meets CLE req of Writing Intensive
- Instructor: LORCIN, PATRICIA M.E.
- Description: Student may contact the instructor or department for information.

Hist 4961V Honors: Major Paper
- A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Hist 4961W Major Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Cohen, Gary B.
Description: Student may contact the instructor or department for information.

Hist 4961W Major Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Murphy, Kevin P.
Description: This seminar, required for history majors, is devoted to the preparation and completion of the History Major Paper requirement. The course will take students through the steps necessary for producing a successful paper. The thematic focus of this section is the history of gender (including women's history) and the history of sexuality. Any student writing on this theme—regardless of region or chronological period—may register for this section.

Hist 4961W Major Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: LORCIN, PATRICIA M.E.
Description: Student may contact the instructor or department for information.

Hist 4961W Major Paper
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Hakim, Carol
Description: Student may contact the instructor or department for information.

Hist 4970 Historical Internship
1-12 credit(s), max credits 24;
Instructor: Hoogland, Tim
Description: Student may contact the instructor or department for information.

Hist 5265 20th-Century Russia: The Collapse of Imperial Russia, the Revolutions, and the Soviet Regime
3 credit(s);
Instructor: Stavrou, Theofanis G
Description: Student may contact the instructor or department for information.

Hist 5540 Topics in Mediterranean Studies: The Maghrib: Mediterranean and African Encounters
A-F only, 3 credit(s), max credits 15, 5 completions allowed;
Instructor: Schroeter, Daniel J
Description: Student may contact the instructor or department for information.

Hist 5611 New Directions in the Middle Ages, ca. 300-1100
A-F only, 3 credit(s);
Instructor: Bachrach, Bernard S
Description: Student may contact the instructor or department for information.

Hist 5902 Latin America Proseminar: Modern
A-F only, 3 credit(s);
Instructor: McNamara, Patrick J
Description: This course introduces students to major works, topics and debates in the history and historiography of 19th and 20th century Latin America. We will pursue several objectives in the seminar. First, this seminar will prepare students for comprehensive field exams dealing with Latin American history and/or other fields in Latin American studies. Second, this seminar will prepare students for teaching courses in modern Latin American history and/or Latin American studies. And third, this seminar will allow students to read broadly and comparatively in topics dealing with their own research interests. To a certain extent, these three objectives are intertwined and we will pursue them simultaneously. But we will also set aside time in each session to deal separately with the various objectives.
Style: 80% Discussion, 20% Student Presentation.

Hist 5910 Topics in U.S. History: Indigenous Histories and American Colonialism
3 credit(s), max credits 16, 5 completions allowed;
Hist 5920 Topics in African Social History: Food and Famine in African History
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Gengenbach, Heidi
Description: Why does famine happen in Africa? How did a continent of expert farmers whose ancestors conquered one of the world’s most challenging environments become the place we associate with the extremes of hunger today? This course tackles these question by looking at the last 200 years of African history from the point of view of the men and women who have produced, traded, controlled, supplemented and transformed the continent’s food supply, from the twilight of the Atlantic slave trade through the current food crisis in the Sahel. Farmers and fisherfolk, missionaries and market women, policymakers and plantation owners, humanitarians and development workers, agribusiness and biotechnology firms?these actors and others have long struggled to manage and benefit (in one way or another) from Africa’s rich agricultural potential. A global battle to ?improve? farming systems and end hunger in Africa continues today. Through case studies from Somalia, Ethiopia, Kenya, Mali, Burkina Faso, Zimbabwe and Mozambique, we will explore the processes of historical change that have led to famine and food insecurity in contemporary Africa, along with the main contenders in the ongoing debate about how to ?fix? African agriculture and end rural poverty for good.

Hist 5940 Topics in Asian History: Modern China
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Wang, Liping
Description: Student may contact the instructor or department for information.

Hist 5950 Topics in Latin American History: Art of the Aztec Empire
A-F only, 3 credit(s), max credits 15, 5 completions allowed;
Instructor: Afanador-Pujol, Angelica J
Description: Student may contact the instructor or department for information.

Hist 5960 Topics in History: Early Globalities
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Lower, Michael T
Description: Early Globalities II envisions the lived worlds of human experience in dynamic interconnection, within a flexible time frame of about a thousand years, roughly 500-1500 CE. We will focus on Maghrebi and Sub-Saharan Africa, the multi-confessional worlds of the Mediterranean, the Atlantic, and the Americas. We will structure our investigation along three axes of global interaction: 1. environments: how these are made, sustained, and transformed through contact across regions 2. circulations: of peoples, technology, material culture, ideas, and non-human agents like bacteria, and 3. beliefs: how human societies organized spiritual life and defined religious differences and commonalities across cultures. The seminar will feature several distinguished visiting scholars who will lead classes on their particular areas of expertise.
Style: 25% Lecture, 75% Discussion.
Grading: 50% reports/papers, 50% class participation.

Hist 5960 Topics in History: Approaches to the Study of the Middle East
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Hakim, Carol
Description: Student may contact the instructor or department for information.

Hist 5993 Directed Study
1-16 credit(s), max credits 20, 5 completions allowed;
Instructor: Gallia, Andrew B
Description: Student may contact the instructor or department for information.

Hist 8232 Cultural Fallout: The Cold War and Its Legacy: Research
A-F only, 3 credit(s);
Instructor: May, Elaine Tyler
Description: Student may contact the instructor or department for information.

Hist 8540 Topics in Mediterranean Studies: The Maghrib: Mediterranean and African Encounters
A-F only, 3 credit(s), max credits 15, 5 completions allowed;
Instructor: Schroeter, Daniel J
Description: Student may contact the instructor or department for information.
Hist 8905 Topics in European Medieval History: New Directions in the Middle Ages, ca. 300-1100
3 credit(s), max credits 16, 5 completions allowed;
Instructor: Bachrach,Bernard S
Description: Student may contact the instructor or department for information.

Hist 8910 Topics in U.S. History: Indigenous Histories and American Colonialism
A-F only, 3 credit(s), max credits 16, 5 completions allowed;
Instructor: Chang,David Anthony
Description: Students will explore the politics of history by reading in American Indian, Hawaiian, and African American interventions on the meaning of colonialism and race. The course centers on cultural and intellectual history and politics, but because these are fields of inquiry that are best studied in broadly interdisciplinary ways, it incorporates readings in theory and cultural studies, as well as foundational documents by nineteenth-century American Indian, Hawaiian, and African American intellectuals.

Hist 8940 Topics in Asian History: Modern China
A-F only, 3 credit(s), max credits 16, 5 completions allowed;
Instructor: Wang,Liping
Description: Student may contact the instructor or department for information.

Hist 8950 Topics in Latin American History
A-F only, 1-4 credit(s), max credits 16, 5 completions allowed;
Instructor: McNamara,Patrick J
Description: Student may contact the instructor or department for information.

Hist 8960 Topics in History: Early Globalities
A-F only, 3 credit(s), max credits 16, 5 completions allowed;
Instructor: Lower,Michael T
Description: Early Globalities II envisions the lived worlds of human experience in dynamic interconnection, within a flexible time frame of about a thousand years, roughly 500-1500 CE. We will focus on Maghrebi and Sub-Saharan Africa, the multi-confessional worlds of the Mediterranean, the Atlantic, and the Americas. We will structure our investigation along three axes of global interaction: 1. environments: how these are made, sustained, and transformed through contact across regions 2. circulations: of peoples, technology, material culture, ideas, and non-human agents like bacteria, and 3. beliefs: how human societies organized spiritual life and defined religious differences and commonalities across cultures. The seminar will feature several distinguished visiting scholars who will lead classes on their particular areas of expertise.
Style: 25% Lecture, 75% Discussion.
Grading: 50% reports/papers, 50% class participation.

History of Medicine
510 Diehl Hall (Box 506 Mayo)

HMed 3002W Health Care in History II
3 credit(s);Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: Gunn,Jennifer
Description: This course is the second semester of a two-semester chronological survey of the social and intellectual history of western medicine. It does not require special technical knowledge of the biomedical sciences, nor is Health Care in History I a prerequisite for enrolling in Health Care in History II. The approach of this course is to look at medicine not as an isolated set of ideas and practices in a linear march of scientific progress, but as an integral part of a culture. We seek to understand how ideas about the cause of disease, treatments, and the organization of care for the sick reflect the particular social historical context. HMED 3002 will focus on the period from the early nineteenth century to the present. We will investigate changing medical and scientific ideas about the body and disease, alternative medical systems, relationships between health care providers and patients, and the social organization of health care delivery from charity hospitals to HMOs and national health services. The course will examine the growth of medicine's cultural authority along with professionalization, the increased incorporation of science and technology, and changing standards for education and practice. Public health, prevention, and responses to infectious disease also occupy a prominent place in this history. Students will have the opportunity to touch the past directly through the use of rare books and documents in the Wangensteen Historical Medical Library.
Style: 65% Lecture, 35% Discussion.
Grading: 10% mid exam, 15% final exam, 60% reports/papers, 15% class participation.
Exam Format: Essay and short answer

HMed 3040 Human Health, Disease, and the Environment in History
3 credit(s);Meets CLE req of Historical Perspectives
Instructor: Gunn, Jennifer  
Description: Introduction to changing relationship of human health and the environment. Ways in which human-induced environmental changes have altered our experiences with disease and our prospects for health. Four in-class 20-minute essays in lieu of a midterm (no final); research paper (5-7 pages plus two intermediate stages in the project) and group research presentation; book review (3 pages), and library skills "scavenger hunt." Although the class will have about 45 students, it is conducted as a seminar as much as possible, with class discussions and small group work.

HMed 3075 Technology and Medicine in Modern America  
3-5 credit(s), max credits 5, 1 completion allowed; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society  
Instructor: Burba, Juliet M  
Description: Student may contact the instructor or department for information.

HMed 3600 Directed Study  
1-4 credit(s), max credits 12, 3 completions allowed;  
Instructor: Burba, Juliet M  
Description: Student may contact the instructor or department for information.

HMed 4960 Senior Research Topics in Medical History  
A-F only, 3 credit(s), max credits 4, 1 completion allowed;  
Instructor: Kernahan, Peter  
Description: Student may contact the instructor or department for information.

HMed 8113 Research Methods in the History of Science, Technology, and Medicine  
A-F only, 3 credit(s); instr consent Credit will not be granted if credit has been received for: HSCI 8113;  
Instructor: Kohlstedt, Sally Gregory  
Description: This class is intended to introduce key aspects of historical research to graduate students in history and related fields. Students will discuss sources, methods, and problems of research in the history of science, technology, and medicine. Each student will prepare a major research paper in an area of special interest, engage in peer review, and do a public oral presentation.

HMed 8632 Directed Study  
A-F only, 1-6 credit(s), max credits 12;  
Instructor: Eyler, John M  
Description: Student may contact the instructor or department for information.

History of Science and Technology  
381 Physics

HSci 1212 Life on Earth: Perspectives on Biology  
4 credit(s); Credit will not be granted if credit has been received for: HSCI 1214W; Meets CLE req of Historical Perspectives  
Instructor: Jones, Susan D.  
Description: This course explores how humans have developed theories and observations over the past 400 years about life on earth. Applying a historical perspective to issues in today's world, we will explore scientific ideas and debates across national boundaries. Specific topics include: origins of life on earth; evolution and natural theology; ecosystems; agricultural and industrial environmental degradation and species regeneration; the Guns, Germs and Steel hypothesis; and disease threats such as avian influenza.  
Style: 60% Lecture, 40% Discussion.  
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% class participation.  
Exam Format: Essay

HSci 1714 Technology and Civilization: Stone Tools to Steam Engines  
3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 3714; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society  
Instructor: Alexander, Jennifer Karns  
Description: Technology is an enormous force in our society, and this course asks how it became so important. We explore the historical background, development, and character of the most powerful technological systems the world has known, from pre-historic stone tool societies, through Egypt and the pyramids, ancient Greece and Rome, the explosion of Islam, and the dynamic and often violent technologies of medieval Europe. In this class, you will get to know your fellow students and find out what their interests are, and you will discuss historical problems with them in small groups and in discussion sections. You will listen to lectures and see films about particular technologies, and you will learn to ask key
questions about each technology: who was involved? what were the circumstances? The course is designed for undergraduates from a variety of backgrounds, including engineering, literature, history, business, and the sciences.

**Style:** 60% Lecture, 5% Film/Video, 35% Discussion.

**Grading:** 15% mid exam, 20% final exam, 25% reports/papers, 5% in-class presentation, 25% other evaluation. NOTE: two midterm exams, worth 15% each; 25% of grade based on discussion section

**Exam Format:** Essay exams.

**HSci 1715 Technology and Civilization: Waterwheels to the Web**

3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 3715; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society

**Instructor:** Thomas, Mary Margaret

**Description:** HSCI 1715 is designed for undergraduates interested in technology and history, and enrolls students with wide interests in the liberal arts, science, and engineering. There is no prerequisite. We explore the historical background and development of the most powerful technological system the world has ever known: Western Europe's. We cover relations between technology and culture since the Industrial Revolution, the diffusion of industrial technologies around the world and how various cultures adopted/adapted them, and technology's social impact, especially on Western society. We begin with case studies of industrialization in Britain, Germany, and the United States, and the connection between industrialization and exploration and discovery. We next focus on how different societies created/reacted to technologies such as the steam engine and electricity, and how the small technologies of daily life contributed to the growth of a society increasingly dependent on technology. Finally, we look at the increasingly complex technological system that nations and corporations developed to manage people and machines, and how these technologies related to social, cultural, and scientific attitudes. We end by considering the technologies of violence and hope that have dominated much of the twentieth-century.

**Style:** 60% Lecture, 25% Film/Video, 15% Discussion.

**Grading:** 15% mid exam, 20% final exam, 30% reports/papers, 20% additional semester exams, 5% attendance, 10% class participation. 1715 students will do three papers, 3-5 pages each. 3715 students will do one 12-15 page research paper, with three components.

**Exam Format:** Short identification, essay.

**HSci 1814 Revolutions in Science: The Babylonians to Newton**

3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 3814; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives

**Instructor:** Boantza, Victor Dan

**Description:** This first half of a two-semester undergraduate course is devoted to the history of science from antiquity through the Scientific Revolution. The development of various branches of science like astronomy, physics, chemistry, and biology, as well as the changing nature of science and its methods are placed in their cultural context, especially in relation to philosophy, religion, technology, and social structures. The first part of the course covers the foundations of Western science in the ancient world (Babylonian, Egyptian, Greek, and Roman civilizations), with a focus on Greek theories of the cosmos and natural phenomena. The second part examines the migration and reformulation of these views during the middle ages and the Renaissance, culminating in the Scientific Revolution of sixteenth and seventeenth centuries. Aristotle, Copernicus, Galileo, and Newton are among the scientists studied. The course does not require background in history or science. Students are expected to read about 40-50 pages weekly (on average), attend lectures and engage in discussion sections. Grading will be based on a mid-term exam (20%), a final exam (40%), and active participation in discussion sections (10%). In addition to the two in-class exams, students are assigned two take-home essays (around 3-4 pages long; each 15%).

**Grading:** 20% mid exam, 40% final exam, 30% reports/papers, 10% attendance.

**HSci 3242 The Darwinian Revolution**

3 credit(s); Credit will not be granted if credit has been received for: HSCI 5242; Meets CLE req of Historical Perspectives

**Instructor:** Long, Tulley A

**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? How does a theory such as Darwin's operate in and affect society? 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 analysis in lecture and discussion, we will gain a deeper understanding of an idea that has become increasingly common yet persistently contentious.

**Style:** 65% Lecture, 25% Discussion, 10% Small Group Activities.

**Grading:** 20% mid exam, 25% final exam, 30% reports/papers, 15% class participation, 10% other evaluation.

**Exam Format:** A combination of essay and short answer.

**HSci 3244 History of Ecology and Environmentalism**
HSci 3715 Technology and Civilization: Waterwheels to the Web

3 credit(s); Credit will not be granted if credit has been received for: HSCI 5244; Meets CLE req of Environment; meets CLE req of Historical Perspectives
Instructor: Thomas, Mary Margaret
Description: This course will explore the history of ecology as a scientific discipline and the history of environmental ideas and movements that have called themselves ?ecological.? We focus primarily on the United States, and secondarily on the western world, and on the modern period (post-1650). In the first part of the semester we will address some of the roots of ideas about the relationships between plants, animals, humans, and their environments. The second part of the course focuses on the United States and the establishment of ecology as a scientific discipline, as well as its connection with efforts to protect and conserve natural resources. In the last part of the semester, we will examine efforts to place humans under the lens of ecology, critiques of the impact of humans on nature, and the growth of the modern environmental movement in response to those critiques. Students will write a term paper that analyzes the history of an environmental organization and discusses how their organization puts ideals into practice.
Style: 15% Lecture, 10% Film/Video, 75% Discussion.
Grading: 35% reports/papers, 35% written homework, 10% in-class presentation, 20% class participation.

HSci 3331 Technology and American Culture

3 credit(s); Credit will not be granted if credit has been received for: HSCI 5331; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society
Instructor: Alexander, Jennifer Karns
Description: This course will explore the history of ecology as a scientific discipline and the history of environmental ideas and movements that have called themselves ?ecological.? We focus primarily on the United States, and secondarily on the western world, and on the modern period (post-1650). In the first part of the semester we will address some of the roots of ideas about the relationships between plants, animals, humans, and their environments. The second part of the course focuses on the United States and the establishment of ecology as a scientific discipline, as well as its connection with efforts to protect and conserve natural resources. In the last part of the semester, we will examine efforts to place humans under the lens of ecology, critiques of the impact of humans on nature, and the growth of the modern environmental movement in response to those critiques. Students will write a term paper that analyzes the history of an environmental organization and discusses how their organization puts ideals into practice.
Style: 55% Lecture, 15% Film/Video, 30% Discussion.
Grading: 10% midterm exam, 15% final exam, 60% reports/papers, 15% class participation.

HSci 3332 Science and American Culture

3 credit(s); Credit will not be granted if credit has been received for: HSCI 5332; Meets CLE req of Diversity and Social Justice US; meets CLE req of Historical Perspectives
Instructor: Martin, Joseph D
Description: Scientific inquiry has a long, rich, and complex relationship with American culture. This course, designed for upper-level undergraduates, examines the contours of that relationship through history. It begins by examining the differences in ways of knowing between Native Americans and European settlers and proceeds through to issues of the cultural authority of science in the later twentieth century. Topics include the growth and influence of scientific institutions; race and gender in scientific communities; science and politics; laboratory research and the World Wars; and others. Classes will be structured both around lectures and detailed discussions of primary and secondary source readings, films, images, and other materials. This course fills the Liberal Education requirements for Historical Perspectives and Diversity and Social Justice. Please contact the instructor with any questions.

HSci 3714 Technology and Civilization: Stone Tools to Steam Engines

3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 1714; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society
Instructor: Alexander, Jennifer Karns
Description: Technology is an enormous force in our society, and this course asks how it became so important. We explore the historical background, development, and character of the most powerful technological systems the world has known, from pre-historic stone tool societies, through Egypt and the pyramids, ancient Greece and Rome, the explosion of Islam, and the dynamic and often violent technologies of medieval Europe, concluding with the birth of the steam engine. In this class, you will get to know your fellow students and find out what their interests are, and you will discuss historical problems with them in small groups and in discussion sections. You will listen to lectures and see films about particular technologies, and you will be asked to learn key questions about each technology: who was involved? what were the circumstances of its development and use? The course is designed for undergraduates from a variety of backgrounds, including engineering, literature, history, business, and the sciences. Those enrolled in HSCI 3714 will also write a research paper on the history of a technology of their choice.
Style: 55% Lecture, 35% Discussion.
Grading: 25% midterm exam, 20% final exam, 30% reports/papers, 25% class participation. note: two midsemester exams
Exam Format: short answer and short essay

HSci 3715 Technology and Civilization: Waterwheels to the Web

3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 1715; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society
Instructor: Thomas, Mary Margaret
How does a theory such as Darwin's operate in and affect society? Why is it that so many people have so many opinions about the theory of evolution? Is it compelling? Does it consistently debate by scientists themselves for the past century and a half. 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? How does a theory such as Darwin's operate in and affect society? 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 analysis in lecture and discussion, we will gain a deeper understanding of an idea that has become increasingly common yet persistently contentious.

**Style:** 65% Lecture, 25% Discussion, 10% Small Group Activities.

**Grading:** 20% mid exam, 25% final exam, 45% reports/papers, 10% class participation.

**Exam Format:** A combination of essay and short answer

### **HSci 5244 History of Ecology and Environmentalism**

3 credit(s); Credit will not be granted if credit has been received for: HSCI 3244;  
**Instructor:** Dresser, Todd  
**Description:** This course will explore the history of ecology as a scientific discipline and the history of environmental ideas and movements that have called themselves ?ecological.? We focus primarily on the United States, and secondarily on the western world, and on the modern period (post-1650). In the first part of the semester we will address some of the roots of ideas about the relationships between plants, animals, humans, and their environments. The second part of the course focuses on the United States and the establishment of ecology as a scientific discipline, as well as its connection with efforts to protect and conserve natural resources. In the last part of the semester, we will examine efforts to place humans under the lens of ecology, critiques of the impact of humans on nature, and the growth of the modern environmental movement in response to those critiques. Students will write a term paper that analyzes the history of an environmental organization and discusses how their organization puts ideals into practice.

**Style:** 15% Lecture, 10% Film/Video, 75% Discussion.  
**Grading:** 35% reports/papers, 35% written homework, 10% in-class presentation, 20% class participation.

### **HSci 5331 Technology and American Culture**

3 credit(s); Credit will not be granted if credit has been received for: HSCI 3331;  
**Instructor:** Dresser, Todd  
**Description:** Student may contact the instructor or department for information.

### **HSci 8113 Research Methods in the History of Science, Technology, and Medicine**

A-F only, 3 credit(s); Credit will not be granted if credit has been received for: HMED 8113;  
**Instructor:** Kohlstedt, Sally Gregory  
**Description:** This class is intended to introduce key aspects of historical research to graduate students in history and related fields. Students will discuss sources, methods, and problems of research in the history of science, technology, and medicine. Each student will prepare a major research paper in an area of special interest, engage in peer review, and do a public oral presentation.

### **Hmong 220 Folwell Hall**

### **Hmng 1002 Introduction to Hmong Language**

5 credit(s); 1001 Credit will not be granted if credit has been received for: HMNG 1001;  
**Instructor:** Vang, Bee  
**Description:** This course is a continuation of Hmong 1001 for students with limited language/literacy background in the Hmong. This course will set the foundation of learning the Hmong language for any student with limited language/literacy background in Hmong. The course emphasizes the individual learning styles and preferences of each student. Instruction is oriented towards using best practice methods to help students learn and retain information in order to use the language effectively. All the aspects of linguistic performance: speaking, reading, writing and listening would be given roughly equal consideration. Using essentially a communicative-interactional teaching methodology, supplemented with appropriate grammatical details, the students will be, systematically and incrementally, introduced to materials that will enable them to acquire cultural and linguistic literacy about Southeast Asia, the Hmong community in particular.

### **Hmng 1012 Beginning Hmong**

5 credit(s); 1011 Credit will not be granted if credit has been received for: HMNG 4002;  
**Instructor:** Vang, Bee  
**Description:** Student may contact the instructor or department for information.

### **Hmng 1012 Beginning Hmong**

5 credit(s); 1011 Credit will not be granted if credit has been received for: HMNG 4002;  
**Instructor:** LeYang, Maxwell  
**Description:** This course is the last of the two-semester sequence of beginning Hmong that teaches Hmong to students with little or no exposure to the Hmong language. Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course. The contents of the course continue to include the exposure of primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will re-enforce students on Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence
Class activities will be designed surrounding family, social events, health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to have acquired a vast amount of Hmong vocabularies. Students must be able to converse in moderate Hmong dialogues and compose simple paragraphs. Topics covered in this semester include: 1. Professins 2. numbers and times 3. Dishes and vegetables 4. Fruits and cakes and 5. Communities. Required Texts: The texts for the course is Phau Qhia Ntawv Hmoob (Phau Ib) at Paradigm.

**Hmng 1016 Accelerated Intermediate Hmong**
- Credit: 5 credit(s); 1015, ability in basic spoken Hmong
- Instructor: Vang,Bee
- Description: This course is designed for students who have already been exposed to the Hmong alphabets and have the basic skills in reading, writing, and listening. The pace for this course is very fast. One semester of this course is equivalent to two semesters of Intermediate Hmong. It is expected that the students understand all materials before coming to class to fully participate in the session. The main objectives of this course are to 1) reinforce basic reading, writing, and speaking skills using the Hmong Romanized Phonetic Alphabet (RPA); 2) strengthen the students' abilities to communicate and negotiate meanings in basic Hmong at the inter-personal level in the classroom, at home, and/or out in the community; and, 3) to increase students' vocabulary through selected topics. Functions of self, family, workplace and community will be continued on from Hmong 1015 as well as topics focused on culture. The course will be taught utilizing lectures, reading and writing practice, projects, basic dialogues, group discussions, and class exercises.

**Hmng 3022 Intermediate Hmong**
- Credit: 5 credit(s); 3021
- Instructor: LeYang, Maxwell
- Description: This course is designed for students who have already taken the Beginning Hmong courses. It is expected that the student understand all materials before coming to class to fully participate in the session. The main objectives of this course are to 1) reinforce basic reading, writing, and speaking using the Hmong Romanized Phonetic Alphabets (RPA); 2) to strengthen/enhance the students' ability to communicate and negotiate meanings in basic White Hmong at the inter-personal level in the classroom and/or school settings; and, 3) to increase students' vocabulary through selected topics. The course will be taught utilizing lectures, practice or pronunciation, basic dialogues, group discussions, and class exercises. Upon completion of this course, it is expected that students will: 1. Understand sentence length utterances on a variety of topics during face to face or short telephone conversations. 2. Be able to handle successfully a variety of uncomplicated, basic, and communicative task in social situations. 3. Be able to read consistently with increase understanding simple connected texts dealing with variety of basic and social needs. 4. Be able to meet a number of practical needs through the writing of short simple letters. 5. Be able to indentify key elements of Hmong culture and history including family structure, clans, religion, custome, and folktales. 6. Increase their understanding on the usage of Hmong grammatical rules.

**Hmng 3290 Hmong Language Teaching Tutorial**
- S-N only, 1 credit(s), max credits 2;
- Instructor: Vang,Bee
- Description: Students working on the Hmong Teaching Tutorial will be working with Hmong language students at the Beginning and Intermediate levels. Students will help tutor language learners as well as work with the instructor to further Hmong teaching skills.

**Hmng 4002 Beginning Hmong**
- Credit: 3 credit(s); 4001, grad student
- Instructor: Vang,Bee
- Description: Student may contact the instructor or department for information.

**Hmng 4002 Beginning Hmong**
- Credit: 3 credit(s); 4001, grad student
**Description:** This course is the last of the two-semester sequence of beginning Hmong that teaches Hmong to students with little or no exposure to the Hmong language. Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course. The contents of the course continue to include the exposure of primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will re-enforce students on Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding family, social events, health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to have acquired a vast amount of Hmong vocabularies. Students must be able to converse in moderate Hmong dialogues and compose simple paragraphs. Topics covered in this semester include: 1. Professions 2. Numbers and times 3. Dishes and vegetables 4. Fruits and cakes and 5. Communities. Required Texts: The texts for the course is Phau Qhia Ntawv Hmoob (Phau Ib) at Paradigm.

**Style:** 60% Lecture, 5% Film/Video, 10% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Demonstration. Work group, class activities, presentation, audio/video, etc.

**Grading:** 25% mid exam, 25% final exam, 10% reports/papers, 10% quizzes, 10% written homework, 10% attendance, 10% class participation. Homework and project

**Exam Format:** Multiple choices, fill in the blanks, short answers, and oral.

---

**Hmng 4004 Intermediate Hmong**

3 credit(s);4003, grad studentCredit will not be granted if credit has been received for: HMNG 3022;

**Instructor:** LeYang,Maxwell

**Description:** This course is designed for students who have already taken the Beginning Hmong courses. It is expected that the student understand all materials before coming to class to fully participate in the session. The main objectives of this course are to 1) reinforce basic reading, writing, and speaking using the Hmong Romanized Phonetic Alphabets (RPA); 2) to strengthen/enhance the students' ability to communicate and negotiate meanings in basic Hmong at the interpersonal level in the classroom and/or school settings; and, 3) to increase students' vocabulary through selected topics. The course will be taught utilizing lectures, practice or pronunciation, basic dialogues, group discussions, and class exercises. Upon completion of this course, it is expected that students will: 1. Understand sentence length utterances on a variety of topics during face to face or short telephone conversations. 2. Be able to handle successfully a variety of uncomplicated, basic, and communicative task in social situations. 3. Be able to read consistently with increase understanding simple connected texts dealing with variety of basic and social needs. 4. Be able to meet a number of practical needs through the writing of short simple letters. 5. Be able to indentify key elements of Hmong culture and history including family structure, clans, religion, custome, and folktales. 6. Increase their understanding on the usage of Hmong grammatical rules.

**Style:** 50% Lecture, 30% Discussion. Class Activities and Research

**Exam Format:** All

---

**Hmng 4006 Accelerated Intermediate Hmong**

3 credit(s);4005, ability in basic spoken Hmong, grad studentCredit will not be granted if credit has been received for: HMNG 1016;

**Instructor:** Vang,Bee

**Description:** This course is designed for students who have already been exposed to the Hmong alphabets and have the basic skills in reading, writing, and listening. The pace for this course is very fast. One semester of this course is equivalent to two semesters of Intermediate Hmong. It is expected that the students understand all materials before coming to class to fully participate in the session. The main objectives of this course are to 1) reinforce basic reading, writing, listening, and speaking skills using the Hmong Romanized Phonetic Alphabet (RPA); 2) strengthen the students' abilities to communicate and negotiate meanings in basic Hmong at the inter-personal level in the classroom, at home, and/or out in the community; and, 3) to increase students' vocabulary through select topics. Functions of self, family, workplace and community will be continued on from Hmong 1015 as well as topics focused on culture. The course will be taught utilizing lectures, reading and writing practice, projects, basic dialogues, group discussions, and class exercises.

**Style:** 60% Lecture, 5% Film/Video, 10% Discussion, 20% Small Group Activities, 5% Student Presentation.

**Grading:** 20% mid exam, 20% final exam, 20% special projects, 20% quizzes, 10% written homework, 10% attendance.

---

**Honors Colloquia**

**HCol 3803H Honors Challenge Course:** "Can we feed the world without destroying it?"

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

**Instructor:** Foley,Jonathan A

**Description:** In this challenge-based course students will study the issue of global food security, seeking to answer the question of ?Can we feed the world without destroying it?? Students will learn the complexity of the problem and the issues and actors involved. While there isn?t a ?right? answer, progress can still be made through collaboration and innovation. Students will feel empowered to impact the global food system, from personal to career choices. Course format will include lectures, guest speakers, skills labs, and expert panels. Coursework will entail weekly individual assignments, group
Honors Seminar  20 Nicholson Hall

HSem 2007H Honors Seminar: Occupy Wall Street and the Culture of Finance
A-F only, 3 credit(s), max credits 9, 3 completions allowed;Meets CLE req of Civic Life and Ethics
Instructor: Ho,Karen
Description: The 2008 U.S. financial meltdown that has spread globally and engendered widespread socioeconomic inequalities and suffering was instigated, in large part, in the corridors of Wall Street financial institutions. In this context of rampant insecurity and the impending demise of the American dream, social movements have sprung up, such as Occupy Wall Street, which characterize the tensions of our contemporary moment. The purpose of this course is to analyze the question of "Why occupy Wall Street?" To that end, we will investigate the culture and practices of investment bankers and banks that helped to catalyze this crisis, as well as the everyday lives and expectations of multiple communities in American society. We will explore the history and culture of U.S. investment banks, their rise to power and influence over the past thirty years, and the particular morality and ethics they impart. We will also investigate the hand of government and larger American cultural practices and values in this crisis, such as consumption, debt, democracy, governmental deregulation, and the ideology of free markets. Throughout, we will pay attention to the ethical role of financial institutions in our civic life and the various attempts to reclaim a voice in our social economy. Reading will range from 100-150 pages per week. There are two writing assignments. The first one is a short, 3-page "mini" assignment on media representations of the financial crisis and the Occupy Wall Street movements. The second is a midterm research paper (8-pages) on "experiencing the financial crisis" where students will interview 4-5 people on some aspect of the financial crisis? people who have experienced unemployment, students involved in a social movement, and/or local financial/bank employees. They will need to relate and contextualize their findings and writing with class readings and discussion. In addition, there will be a final, oral exam, where students meet with me for for 15-20 minutes and communicate/discuss the key themes, arguments, and critical thinking skills developed in this course. Karen Ho is an associate professor of Anthropology at the University of Minnesota, Twin Cities. Her research centers on the problematic of understanding and representing financial markets, sites that are resistant to cultural analysis and disavow various attempts to locate or particularize them. Her
domain of interest is the anthropology of economy, broadly conceived, with specific foci on finance capital, capitalism, globalization, corporations, inequality, dominant discourses, comparative studies of race and ethnicity, and feminist epistemologies. Her latest book project attempts to excavate an alternative cultural history of financial risk.

HSem 2208H Honors Seminar: Why Housing Matters
A-F only, 3 credit(s), max credits 6;
Instructor: Yust, Becky L
Description: Housing directly affects our physical and mental health, our children's educational attainment, and our economic opportunities. This seminar will explore how our housing shapes our well-being and the disparities of opportunities because of a lack of stable, secure, and affordable housing in supportive neighborhoods and communities. We will also examine how public policy at the local and national levels both creates and minimizes these disparities. COURSE REQUIREMENTS: Class participation (unannounced activities) (5 @ 10 points) 50 points Reflection Papers (5 @ 10 points) 50 points Final Paper 100 points Annotated Outline of Paper (20 points) Final paper (80 points) Total Course Points 200 points Becky Yust is a Professor in the Housing Studies Program in the College of Design. Her areas of interest and expertise include: housing adequacy and affordability; housing decisions and theory; energy consumption and conservation; and homeownership initiatives.

HSem 2529H Honors Seminar: Exploring the Digital World: Email to Arab Spring
A-F only, 3 credit(s), max credits 6;
Instructor: Misa, Thomas J
Description: Where did today's "digital world" come from? How have digital technologies changed our economy, culture, and politics? Do we have possibilities for changing the technologies that shape our society? This seminar provides an in-depth critical survey of the digital technologies (roughly from email through Facebook) that have created today's digital world. We examine historical precedents and parallels with yesterday's high-tech media such as newspapers, radio, and television. Topics addressed include emergence of new technologies, interactions with user communities, digital divides (at home and around the world), controversies concerning privacy, politics, globalization. The seminar aims to give you understanding about how we got "here" -- and insight into where we are going. Course format: To do well in this course, students need to attend all classes, to complete assigned readings before class, be well prepared for regular quizzes, to promptly turn in all written assignments, and to reflect on weekly topics and broader themes (students should allow at least 6 hours weekly outside class). Course requirements: required readings, active discussions, media analysis, quizzes and exams. Course grade to be composed of quizzes (20%), in-class participation (30%), written exercises, analyses, and papers (50%). Thomas Misa is the Director of the University's Charles Babbage Institute; he teaches course in the Program in the History of Science, Technology, and Medicine and in Electrical and Computer Engineering. His interests include: technology and modern culture, history of electronics and computing, and historical methodologies.

HSem 2538H Honors Seminar: America 2100: After Fossil Carbon
A-F only, 3 credit(s), max credits 6; Meets CLE req of Environment
Instructor: Walsh, Thomas Francis
Description: In the very near future, world exports of petroleum will start to decline, affecting the U.S. drastically. Some time after that, affordable coal and natural gas in the United States will go into decline. By 2100 there will be too little supply of this fossil carbon to sustain U.S. energy use at a satisfactory level. The seminar is about a number of related topics: elementary math and physics background tools to understand carbon decline and the physics of energy beyond fossil carbon; the nature of replacement energy sources; the requirements for a future that will depend critically on wide distribution of energy in the form of electric power. The format will be a twice weekly 75 minute meeting consisting of a brief presentation of some relevant subject material followed by a discussion. There will be short problems to be done; the course grade, however, will be based on a number of small projects that are to be worked out and handed in and, possibly, presented to the group. Thomas Walsh received his PhD from the University of California at Berkeley; his field is the phenomenology of quantum chromodynamics and also astroparticle physics. He has been a professor at the University since 1983, and is the founding director of the Supercomputer Institute.

HSem 2702V Honors Seminar: Medicine, Memoir, and History
A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Kernahan, Peter
Description: Physician memoirs and writings are an important way of understanding the evolving role of the physician in society and what it means to be a physician. This course will begin with the ethical foundations of medical practice as seen through the Hippocratic Oath and the Oath of Maimonides. We will then continue thematically?training, experience, practice, birth, life, death, prejudice, and ways of knowing. Readings will include both historical writings by (among others) William Osler, Kate Marsden, William Carlos Williams, and Rosalie Morton and contemporary physician authors such as Abraham Verghese, Lori Alvord, and Pauline Chen. Screen portrayals of physicians will also be used to discuss the shaping of the popular image of the physician. In our readings, writing, and discussions we will place particular emphasis on the ethical challenges facing physicians and their relationship to broader societal issues. These will include the duties of the physician to her/his patients; end of life care; ethical care under constrained financial or other resources; and care across cultures. We will be guided by these questions: What does it mean to be a physician? What has changed and what
has remained constant about the healer's role and identity? Peter Kernahan, M.D., PhD, FACS is a surgeon and medical historian. A former head of the HealthPartners Surgery Department he practiced surgery in St. Paul, most recently at Regions Hospital. He holds a PhD in the history of medicine. His particular research interest is the development of surgery in the late nineteenth and early twentieth century. He is currently working on a history of the American College of Surgeons. 

**Class structure:** This will be a seminar oriented towards discussion. Work load: About 50-100 pages per week. One in class writing assignment, three 2 page take home writing assignments, one ten page final paper Grade base: Reports/papers 50% Presentation 10% Class Participation 40% Exam: There will be no midterm or final exam.

**HSem 2710H Honors Seminar: A Pill for Every Problem or Problem Pills?**

**A-F only, 3 credit(s); max credits 6; Meets CLE req of Technology and Society**

**Instructor:** Marino, Susan Ellis  
**Description:** Do pills deliver what they promise? Pills that offer relief from anxiety, depression, and numerous other mental dysfunctions are taken by millions of people, including children and the elderly. Are neuroscientists as certain of the causes of mental illness and mental anguish as the medical community and pharmaceutical companies seem to be? What are the societal and ethical implications of this turn toward psychopharmaceutical solutions? By exploring questions such as these, you will acquire a basic understanding of the current neurochemical theories of behavior and emotion and become acquainted with drug research and development, including clinical trial design. You will also be exposed to the economic (private and federal) and humanitarian forces that fuel drug development, the FDA approval process, health care policy debates, and their broad societal impact. Finally, you will gain an appreciation for the relationship between societal and individual concepts of mental illness and well-being and how they affect medication use and development. Class structure: Students are required to: ? Attend all class meetings as scheduled ? Participate in class discussions ? Complete an in class midterm and an in class final exam Grade base: Your final grade for this course is based on the following: ? 25% In class midterm ? 25% In class final ? 25% Final paper/project and presentation ? 25% Attendance and participation (including small group presentation) Dr. Susan Marino earned her PhD in Behavioral Neuroscience from the University of Pennsylvania, and her undergraduate degree in philosophy and psychology from New York University. She has done postdoctoral work in neuropsychopharmacology (University of Chicago, Center for Drug Abuse), neuroanatomy (University of Copenhagen), and clinical pharmacology and pharmacokinetics (University of Minnesota). She is currently on the faculty of the College of Pharmacy (Dept of Experimental and Clinical Pharmacology) and is the director of the Center for Clinical and Cognitive Neuropharmacology.

**HSem 3022V Honors Seminar: Young Adult Fiction**

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

**Instructor:** Lekas, Michelle Yvonne  
**Description:** This course is intended to use Young Adult Literature as a springboard for literary and writing study as well as an exploration of variant cultural contexts and histories, including the current immigrant experience in the United States, issues surrounding growing up GLBT, African American, Mexican American, and also incorporating Native American history. Also covered in Young Adult Fiction are how class and gender differences affect life among teenagers, and how young people living in the United States can think outside of their own experiences and understand international tragedy, specifically the Holocaust and the Rwandan genocide, by bringing the stories of others into their own perspectives. Yet possibly most crucial, and more than probably most universal aim of this course, is our grappling with the question of Young Adult Literature's role in the often difficult and always different sexual, mental, and emotional transition from childhood into a more fraught and political Subjectivity. We will explore this key dimension of an ethical civic life, how to become and to be an adult in an often compromising society, through reading and discussion, and also through expository and creative writing. Requirements Participation and Group Work: 20% Grammar Quiz: 5% Essay #1: (4p) 15% Fiction: (5-10p) 10% Essay #2: (4p) 15% Final Exam: 15% Review #1: (2p) 10% Review #2: (2p) 10% Michelle Lekas earned her Bachelor's Degrees at the University of Illinois, did her Master's Degree work at the University of Florida, and completed her doctorate at the University of Minnesota. She specializes in psychoanalytic theory, and has taught writing, film, and literature courses at the University of Florida, Carleton, Macalester, and Hamline Colleges, and the University of Minnesota for the past 26 years.

**HSem 3026H Honors Seminar: Mediterranean Wanderings: Literature and History**

**A-F only, 3 credit(s); max credits 6; Meets CLE req of Global Perspectives**

**Instructor:** Watkins, John  
**Description:** Situated between three continents and at the intersection of numerous ethnic and national cultures, the Mediterranean is like no other place on earth. A place of diverse languages, religions, economies, governments, and ways of daily life, it serves as a microcosm for the world itself imagined as an integrated global system. This course explores the history of the Mediterranean with particular emphasis on the literatures its produced over the last three millennia. As the protagonists of these epic poems, religious texts, and novels travel from one shore to another, they experience the Mediterranean as a place of violence, cultural accommodation, hope, ethnic and linguistic bewilderment, and endless moral challenge. This course will place as much emphasis on the region's history as its cultural productions. With that in mind, we will be reading David Abulafia's "The Great Sea" in addition to the "Odyssey", the "Aeneid", the biblical books of Joshua and Acts, Tasso's "Gerusalemme Liberata," (an epic set during the First Crusade), Shakespeare's "The Merchant of Venice" and "Antony and Cleopatra", Flaubert's "Salammbo", Akil Tadjer's "Les ANI du Tassali", A. B. Yehoshua's "Mr. Mani", and Pamuk's "The White Castle." There will be a 15-page term paper, presented both in draft and final version, and
In our home life, in our work places, and in the public arena, decisions are frequent—both large and small. Yet, surprisingly, we rarely devote any attention to how and how well we make these decisions. We readily admit to limitations in memory (I just can't remember names), but are reluctant to admit shortcomings in our judgment and decisions, despite that most decisions are at least as complex a task as is memory. In this course, we will investigate the psychology of decision making—the adaptive techniques that we use to make decisions and what common limitations arise from them. Examples are drawn from the research, our own experiences, and public policy. Topics include: common

HSem 3048V Honors Seminar: Music Around Us: Political, Social, Cultural Context
A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Painter PhD, Karen
Description: Musical listening is profoundly affected by context. Is music subordinate to a film or video game, does it facilitate shopping or inciting reaction at a political rally, or is it foregrounded at a concert hall, rock concert and on a MP3 player? Often this distinction between background and foreground erodes, as in musicals and operas where music and drama are equally important. This course will explore the range of listening experiences in the history of Western music from Mozart to rap. Readings will draw on journalism, literary works, letters and diaries that illuminate how and why Musical listening is profoundly affected by context. Is music subordinate to a film or video game, does it facilitate shopping or inciting reaction at a political rally, or is it foregrounded at a concert hall, rock concert and on a MP3 player? Often this distinction between background and foreground erodes, as in musicals and operas where music and drama are equally important. This course will explore the range of listening experiences in the history of Western music from Mozart to rap. Readings will draw on journalism, literary works, letters and diaries that illuminate how and why people listen to music. Music affects our emotions, but often more is at stake. Listening can be physical, and not just in dances and at parades. Some listeners report spiritual, even metaphysical experiences. How does musical style affect the listening experience, and what elements of music (melody, rhythm, the color of the sound) compel a physical reaction? Beyond emotional gratification, what social values are promoted through music? Since 1800, music also served political ends?national identity, ethnic constructions, or a call to arms. We examine case studies in which music affected historical developments? the growth of the middle class, totalitarianism, and social protest. Karen Painter, associate professor in the School of Music, writes on the history of musical listening, especially in the context of ideology and social history. The framework for her research has involved early bourgeois musical culture, fin-de-siecle cultural debates, World War I, Austro-German socialism, and Nazism. Her publications have addressed a range of composers?above all Mahler and Mozart, but also Wagner, Bruckner, Mahler, Schoenberg, Richard Strauss, Hindemith and Orff. Author of Symphonic Aspirations: German Music and Politics, 1900-1945, she has also edited two volumes, Late Thoughts: Reflections on Artists and Composers at Work (with Thomas Crow) and Mahler and His World. In 1999-2000 she lived in Berlin, as a recipient of Humboldt fellowship and the Berlin Prize.

HSem 3404H Honors Seminar: The Healthcare Marketplace
A-F only, 3 credit(s), max credits 6;
Instructor: Parente, Stephen T
Description: Over two trillion dollars is spent annually on health care in the United States, constituting the largest sector in the economy. With growing demand for medical technology and the aging of the population, spending is expected to dramatically increase over the next two decades. The healthcare sector is comprised of several markets for goods and services, including physician services, hospital services, insurance, long-term care, pharmaceuticals and medical devices, and information technology. This seminar aims to provide an introduction to each these markets through lectures, discussions, and presentations from healthcare business leaders. Class structure/work load: Exams: Exams will be in-class, closed-book, and closed-note. The final exam will heavily emphasize material covered after the midterm exam. The exams will test on a mix of definitions, short answer and essay questions. Research paper: You will be expected to complete a research paper for this course. The intent of this requirement is to give you the opportunity to explore a specific health care market-oriented issue in which you are particularly interested. Grade base: Midterm: 30%, Final exam: 35%, Research paper: 20%, Participation: 15%. Stephen T. Parente, PhD, MPH, MS is the Minnesota Insurance Industry Chair of Health Finance in Carlson School of Management and the Director of the Medical Industry Leadership Institute at the University of Minnesota. As a Professor in the Finance Department, he specializes in health economics, information technology, and health insurance. Dr. Parente has been the principal investigator on large funded-studies regarding consumer directed health plans and health information technology. Dr. Parente was a health policy advisor for the McCain 2008 Presidential Campaign and served as Legislative Fellow in the office of Senator John D. Rockefeller IV (D WV) in 1992/93. He has a doctorate from Johns Hopkins University.

HSem 3410H Honors Seminar: How Did it Go Wrong? Psychology of Decision Making
A-F only, 3 credit(s), max credits 3, 1 completion allowed;
Instructor: Curley, Shawn P
Description: In our home life, in our work places, and in the public arena, decisions are frequent—both large and small. Yet, surprisingly, we rarely devote any attention to how and how well we make these decisions. We readily admit to limitations in memory (I just can't remember names), but are reluctant to admit shortcomings in our judgment and decisions, despite that most decisions are at least as complex a task as is memory. In this course, we will investigate the psychology of decision making—the adaptive techniques that we use to make decisions and what common limitations arise from them. Examples are drawn from the research, our own experiences, and public policy. Topics include: common
strategies used to arrive at judgments, risk and uncertainty, ethical decision making, and personal financial judgments. The course applies to decision making as an activity that occurs broadly and is not restricted to those interested in IS or business. The course is of relevance across business disciplines—marketing, finance, supply chain management, etc.—and beyond, to all those interested in understanding and improving their decision making. The format will primarily use exercises with discussion in class accompanied by brief lectures. The course will combine short lecture, exercises, and discussion. Overall, the class is discussion-oriented, with other activities designed to support and/or provide background to this discussion. Reading: The text is about 350 pages and so there will be about 25 pages per week from the text. In addition, we will read a few supplemental readings. Overall, there will be about 30-35 pages per week. Assignments: No exams, but there will be frequent in-class quizzes based on the assigned reading. These quizzes will have an individual and a team component. Currently anticipate assigning 4 short papers (about 3-5 pages each). One oral presentation associated with one of these papers is also expected. Shawn Curley received his PhD in Psychology from the University of Michigan. His research specialities include: decision and judgment processes, believe processing, and judgement assessment and quality.

Horticultural Science 305 Alderman Hall

**Hort 1001 Plant Propagation**
4 credit(s); Meets CLE req of Biological Sciences
Instructor: Gillman, Jeffrey Hays
Description: This course will cover basic methods of plant propagation including both asexual and sexual means. The fundamentals of plant anatomy, morphology, and physiology will also be covered.
Style: 50% Lecture, 10% Discussion, 40% Laboratory.
Grading: 40% mid exam, 15% final exam, 45% laboratory evaluation.
Exam Format: short answer and multiple choice

**Hort 1003 Horticulture for the Home Gardener**
3 credit(s);
Instructor: Weisenhorn, Julie Edith
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit “Class URL” for ODL policies, including fee and financial aid restrictions. This 16-module class is designed to provide a foundation in various horticulture, soil and plant sciences. Modules are taught by Extension faculty and include such pertinent topics as soils, botany, entomology, plant pathology, herbaceous and woody ornamental plants, lawn care, fruits/vegetables; integrated pest management (IPM), diagnostics, and living with wildlife. The course emphasizes extension publications/resources useful in answering consumer horticulture questions. Based on the Extension Master Gardener core course. Fulfills three MNLA certification credits.
Style: Online
Grading: Participation is determined by active time logged in the online class site.

**Hort 1014 Edible Landscape**
3 credit(s); Meets CLE req of Technology and Society
Instructor: Michaels, Thomas E
Description: An edible landscape is simply a space, established and managed by humans, that supports edible plants. Contemporary edible landscapes in North America are found on scales ranging from the regional (monoculture commodity production) to local (orchards, market gardens), to neighborhood (community gardens) to residential (backyard and indoor gardens). Our close relationship with edible landscapes traces to the point in our hunting-gathering origins when we began imagining the transition to settled agriculture. Ancient garden designs that followed supported food production but also celebrated culturally important mythologies. Now, as a response to technological and social change we in North America have mostly delegated management of edible landscape spaces to a small minority of the population and distanced ourselves from our food sources. This course is a small step toward understanding, reclaiming and expanding edible landscape spaces. With imagination and environmental respect we can integrate food plants into pleasing, sustainable and edible landscapes in our yards, neighborhoods and even the region of the country in which we live. Edible landscapes are complex systems with many functions, including food of course, but also aesthetics, recreation and environmental remediation. Edible landscapes have morphed throughout history, and even today differ from culture to culture. These differences over time and across cultures can be related to changes in technologies, but also to contemporary human needs and expectations, political influences, war, environmental and economic constraints. In this course, students will explore edible landscapes through history, and the confluence of contemporary North American cultural norms, economic uncertainty and emerging technologies that have resulted in an upsurge in local foods, organic production, a rekindled interest in home cooking, residential gardens and community supported agriculture. Students will be challenged to creatively integrate these different landscape demands into recommendations of plants, production methods and designs appropriate for specific sites. Students will apply science as a way of knowing, which provides them with a powerful tool for lifelong problem-solving and decision-making about food sources, and also about the impact of personal choices regarding residential landscapes on neighborhoods, watersheds, and, collectively, on regional phenomena such as pollution remediation and addressing global warming.
Hort 1031 Vines and Wines: Introduction to Viticulture and Enology

OPT No Aud, 3 credit(s);
Instructor: Gardner, Gary M
Description: Upon completion of this course, each student will understand and have knowledge of the following concepts: The process of fermentation and its role in wine production; fundamental principles of biology and culture of the grapevine; types of wine and their production differences; the major grape-growing regions of the world, the most important grape cultivars in each region, and the characteristics of the wines produced in these regions; systematic evaluation of wine sensory characteristics; understanding commercial wine labels; the basic aspects of plant anatomy, using the grapevine as a model; the major genetic factors in grapes that contribute to wine quality; how cultural and environmental factors affect wine quality and yield; selection, planting, and cultivation of grapevines in a home garden; current issues involving wine and human health; and current social and legal issues involving wine. In addition to lectures, discussion groups, and sensory evaluation (tasting) sessions, the course will include one scheduled Saturday field trip to a local winery to tour their vineyards and learn about commercial wine making processes.
Style: 65% Lecture, 15% Discussion. Sensory Evaluation
Grading: 20% mid exam, 25% final exam, 25% reports/papers, 10% quizzes, 15% written homework, 5% class participation.
Exam Format: multiple choice; short answer

Hort 1090 Directed Studies
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Gillman, Jeffrey Hays
Description: Student may contact the instructor or department for information.

Hort 3005W Environmental Effects on Horticultural Crops
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Cohen, Jerry D
Description: Student may contact the instructor or department for information.

Hort 3090 Directed Studies
2-12 credit(s), max credits 72, 6 completions allowed;
Instructor: STAFF
Description: Approved field, lab or greenhouse experiences in application of horticultural information and practices.

Hort 3131 Student Organic Farm Planning, Growing, and Marketing
3 credit(s); 1001 or AGRO 1101 or AGRO 1103 or BIOL 1001 or BIOL 1009 or instr consent Credit will not be granted if credit has been received for: AGRO 3131;
Instructor: Michaels, Thomas E
Description: As a result of successfully completing this course you will understand the principles that underlie the USDA National Organic Program and be able to interpret USDA organic certification guidelines for plant production. You will be able to apply these guidelines to effectively transition a conventional farm to a certified organic farm and to maintain its organic certification. In addition you will become familiar with different plant production approaches and practices in organic produce production. Beyond the course content, you will also acquire skills in collaborative learning techniques based on consensus building methods. Since this is a laboratory course, about half of your grade will be determined from laboratory experiences. Lab is intended to simulate the experiences of working on an organic farm while integrating educational research and experiments. Lab attendance, just like lecture attendance, is mandatory. Plant growth is not totally predictable, and active exploration, along with observation, is an integral part of the course. Your laboratory grade will depend on you attending lab, performing experiments, growing plants and making conclusions based on your results. Your grade for the course will be based on a midterm exam, a final exam, weekly written reactions to assigned reading, an organic system planning project and approximately six laboratory reports.

Hort 4000 International Experiences in Horticultural Science: Successful School Gardens
3 credit(s), max credits 6;
Instructor: Meyer, Mary Hockenberry
Description: This 3-credit class will meet weekly during Spring Semester 2013 and travel to Britain during Spring Break, March 15-24, 2013. There are no prerequisites for the class and it is open to all U of M students. The overall goals and
objectives of this class are: 1. For students learn first-hand what the challenges are in creating and maintaining school gardens. 2. To connect U of M students to community garden projects for the semester, and hopefully long term as well. 3. To examine British methods of successful school gardens, especially their methods of engaging college students in school and community garden projects. 4. For students to have a successful international educational experience. During the semester, students will visit and learn from developing (new) and existing school garden programs in the Twin Cities. We will be examining the already defined critical elements of successful school gardens. Gardens as well as open green space such as a nature preserves, or a pollinator project, aquaculture and indoor gardening are all possible venues for students to engage with partner schools or community partners. Students will determine the needs, wants, constraints and issues for partner organizations or schools as they establish or advance their school garden projects. During Spring Break, students will visit gardens in the greater London area and learn from the Royal Horticultural Society (RHS) about successful school projects in Britain. By the end of the semester, students will have developed a working list of critical components of successful school gardens and partnered with a school or community garden project in the Twin Cities to examine these issues first-hand, and be able to compare and contrast London and Twin Cities school gardens.

Style: 20% Lecture, 20% Discussion, 20% Small Group Activities, 20% Student Presentation, 20% Field Trips.
Grading: 25% reports/papers, 25% special projects, 15% attendance, 15% in-class presentation, 10% class participation, 10% problem solving.

Hort 4015 Advanced Woody and Herbaceous Plant Topics: Spring Flowering Bulbs
A-F only, 1 credit(s), max credits 7, 7 completions allowed;
Instructor: Anderson, Neil O.
Description: Geophytes are early harbingers of spring. In this course we will examine the variety of herbaceous perennial spring-flowering crops with underground storage organs (geophytes). As spring progresses, different genera and species predominate in the flowering landscape. In contrast, greenhouse production of potted plant and cut flower geophytic crops can be simultaneous rather than sequential. This course will consist of hands-on taxonomic identification of geophyte crops, their uses in landscape design, and production essentials. The laboratory will be hands-on, experiential learning with many visits of outdoor landscape, gardens, production greenhouses, and interiorscapes.
Style: 25% Lecture, 75% Laboratory.
Grading: 20% mid exam, 20% final exam, 20% quizzes, 25% attendance, 15% class participation.

Hort 4096 Professional Experience Program: Internship
S-N only, 1 credit(s), max credits 2;
Instructor: Gillman, Jeffrey Hays
Description: Student may contact the instructor or department for information.

Hort 4096W Professional Experience Program: Internship
S-N only, 2 credit(s); Meets CLE req of Writing Intensive
Instructor: Watkins, Eric
Description: This course provides an opportunity for professional experience in horticultural businesses, government agencies, arboreta, and botanical gardens achieved through a supervised practical experience. Students will also produce a final publication that is focused on writing for lay audiences. The writing component of the course will be taught in an online format. HORT 4096W may not be repeated.

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

Hort 5032 Organic Vegetable Production
A-F only, 3 credit(s);
Hort 5051 Plant Production II
A-F only, 4 credit(s);
Instructor: Anderson, Neil O.
Description: The purpose of this course is to acquaint students with the basic cultural requirements of commercially produced floral and nursery crops, growing structures for crops, gain experience in scheduling and growing various species, and conduct experiments to understand current problems. Through the use of interactive learning, written assignments, and in-class discussions students will learn crop requirements and the interactions between the horticultural distribution chain of breeders, producers, distributors, growers, retailers, and consumers. The course is designed for undergraduates (majors and non-majors) and graduates. This course complements Hort 4141W; we will cover new topic areas as well as use the information from that course herein. Upon completion of this course, each student should have command of the following concepts: - Identification of specific floral and nursery plant crops, including annuals, biennials, and perennials. - Be a decision-maker, both for growing crops as well as manipulating the correct environments for crop production, e.g. the proper growing structure and factors of plant growth. - Understand the requirements necessary to maximize asexual (% rooting) and sexual (% seed germination) propagation and yield potential. - Be conversant in the cultural requirements for the effective and timely production of floral and nursery plants. - Understand, manipulate, and anticipate the effects of the five factors of plant growth for quality plant production. - Be able to comprehend and discuss primary literature and transfer this information into workable testing by growers. - Maintain an organized lab book for collecting data. - Correctly summarize experimental results, communicate these findings verbally and in writing to your colleagues, and develop recommendations. - Recognize high quality crops, using industry standards.
Style: 25% Lecture, 10% Discussion, 50% Laboratory, 5% Small Group Activities, 5% Web Based.
Grading: 20% reports/papers, 5% special projects, 15% written homework, 5% Student Presentation, 5% Web Based.
Exam Format: Biweekly or weekly quizzes will be essay questions.

Hort 5090 Directed Studies
1-6 credit(s), max credits 18, 18 completions allowed;
Instructor: STAFF
Description: Opportunities for in-depth exploration of concepts, technology, materials, or programs in specific areas to expand professional competency and self-confidence. Planning, organizing, implementing, and evaluating knowledge obtained from formal education and experience.

Hort 5131 Student Organic Farm Planning, Growing, and Marketing
3 credit(s); AGRO 1101 or AGRO 1103 or BIOL 1001 or BIOL 1009 or instr consent Credit will not be granted if credit has been received for: AGRO 3131;
Instructor: Michaels, Thomas E
Description: As a result of successfully completing this course you will understand the principles that underlie the USDA National Organic Program and be able to interpret USDA organic certification guidelines for plant production. You will be able to apply these guidelines to effectively transition a conventional farm to a certified organic farm and to maintain its organic certification. In addition you will become familiar with different plant production approaches and practices in organic produce production. Beyond the course content, you will also acquire skills in collaborative learning techniques based on consensus building methods. Since this is a laboratory course, about half of your grade will be determined from laboratory experiences. Lab is intended to simulate the experiences of working on an organic farm while integrating educational research and experiments. Lab attendance, just like lecture attendance, is mandatory. Plant growth is not totally predictable, and active exploration, along with observation, is an integral part of the course. Your laboratory grade will depend on you attending lab, performing experiments, growing plants and making conclusions based on your results. Laboratory time will also be used for discussion of assigned readings from refereed journals in scientific publications.
grade for the course will be based on a midterm exam, a final exam, weekly written reactions to assigned reading, an organic system planning project and approximately six laboratory reports.

**Hort 6003 Masters of Professional Studies in Horticulture Professional Experience Program: Internship**
- S-N only, 1-3 credit(s), max credits 6;
- Instructor: Michaels, Thomas E
- **Description:** Student may contact the instructor or department for information.

**Hort 8007 Extension Horticulture Practicum**
- 1-5 credit(s), max credits 5, 1 completion allowed;
- Instructor: Smith, Alan G
- **Description:** Student may contact the instructor or department for information.

**Hort 8090 Graduate Horticultural Research**
- 1-12 credit(s), max credits 18, 18 completions allowed;
- Instructor: Smith, Alan G
- **Description:** Student may contact the instructor or department for information.

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

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

**Housing Studies 240 McNeal Hall**

**Hsg 2196 Work Experience in Housing Studies**
- S-N only, 1-4 credit(s), max credits 8;
- Instructor: Ziebarth PhD, Ann
- **Description:** Student may contact the instructor or department for information.

**Hsg 2196 Work Experience in Housing Studies**
- S-N only, 1-4 credit(s), max credits 8;
- Instructor: Angell, William J
- **Description:** Student may contact the instructor or department for information.

**Hsg 2196 Work Experience in Housing Studies**
- S-N only, 1-4 credit(s), max credits 8;
- Instructor: Crump, Jeffrey R
- **Description:** Student may contact the instructor or department for information.

**Hsg 2196 Work Experience in Housing Studies**
- S-N only, 1-4 credit(s), max credits 8;
- Instructor: Bruin, Marilyn J
- **Description:** Student may contact the instructor or department for information.

**Hsg 3482 Sustainable Housing: Community, Environment, and Technology**
- A-F only, 3 credit(s); credit will not be granted if credit already received for: DHA 3482 Credit will not be granted if credit has been received for: ESPM 3601; Meets CLE req of Technology and Society
- Instructor: Seavey, Robert Thomas
- **Description:** Perhaps you've noticed the high tech house on campus across from the Bell Museum. Will all housing be built with similar technologies in the future? Should it? Perhaps you've been in a neighborhood and wondered whether the residents ever see each other. How do housing practices and the choices we make about housing resources affect a sense of community? And what about the new and incredibly efficient but expensive LED light bulbs: are they worth it? As
population continues to grow and as environmental issues become more pressing, it has become increasingly clear that some housing practices and technologies are more sustainable than others, and in this course you will learn about the challenges and choices we all face in creating and maintaining housing. Historically, we have mostly allowed people to do what they want on their own property, and to build without much thought to how natural events impact communities, but does this freedom carry an unsustainable cost to the surrounding environment, and to our communities? Housing is a basic necessity, and the knowledge you gain in this course is something you will use for the rest of your life.

Hsg 4160H Honors Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.

Hsg 4160H Honors Capstone Project
A-F only, 2 credit(s), max credits 4;
Instructor: Angell, William J
Description: Student may contact the instructor or department for information.

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

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

Hsg 4193 Directed Study in Housing Studies
A-F only, 1-4 credit(s), max credits 8;
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.

Hsg 4193 Directed Study in Housing Studies
A-F only, 1-4 credit(s), max credits 8;
Instructor: Angell, William J
Description: Student may contact the instructor or department for information.

Hsg 4193 Directed Study in Housing Studies
A-F only, 1-4 credit(s), max credits 8;
Instructor: Crump, Jeffrey R
Description: Student may contact the instructor or department for information.

Hsg 4193 Directed Study in Housing Studies
A-F only, 1-4 credit(s), max credits 8;
Instructor: Bruin, Marilyn J
Description: Student may contact the instructor or department for information.

Hsg 4196 Internship in Housing Studies
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196 Credit will not be granted if credit has been received for: ADES 4196;
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.

Hsg 4196 Internship in Housing Studies
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196 Credit will not be granted if credit has been received for: ADES 4196;
Hsg 4196 Internship in Housing Studies  
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196 Credit will not be granted if credit has been received for: ADES 4196;  
Instructor: Angell, William J
Description: Student may contact the instructor or department for information.

Hsg 4196 Internship in Housing Studies  
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196 Credit will not be granted if credit has been received for: ADES 4196;  
Instructor: Crump, Jeffrey R
Description: Student may contact the instructor or department for information.

Hsg 4196 Internship in Housing Studies  
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196 Credit will not be granted if credit has been received for: ADES 4196;  
Instructor: Bruin, Marilyn J
Description: Student may contact the instructor or department for information.

Hsg 4413 A Systems Approach to Residential Construction  
A-F only, 4 credit(s); Upper div or instr consent Credit will not be granted if credit has been received for: BBE 4413;  
Instructor: Janni, Kevin A
Description: For students interested in the science of how houses work and how green buildings are planned, assembled and maintained. This course begins with a presentation of the construction process, from the foundation up to the roof. We then discuss the building science related to the systems approach to residential buildings. Finally, the course addresses the key components of high performance houses: energy efficiency, durability, comfort and indoor air quality. A fundamental principal for this class is that green, sustainable houses are designed and built in accordance with the science and technology inherent to the systems approach, which emphasizes the interrelatedness of all of the building components and appliances.

Hsg 4461 Housing Development and Management  
A-F only, 3 credit(s);  
Instructor: Yust, Becky L
Description: This course focuses on multifamily housing development planning and financing (particularly public financing), management approaches, management issues with specific residential populations such as the elderly and families with children, and affordable housing including public housing, cooperatives, manufactured or mobile homes, and community land trusts. This spring, we are partnering with a course in the School of Architecture. Your housing development proposal will be for a Net Zero townhouse development. We will have some joint class times as you work with the architecture students on the development proposal and the schematic design of the structure.  
Style: 40% Lecture, 2% Film/Video, 10% Discussion, 5% Small Group Activities, 13% Student Presentation, 30% Guest Speakers.  
Grading: 10% mid exam, 10% final exam, 40% reports/papers, 24% special projects, 16% reflection paper.  
Exam Format: Exams are essay exams taken outside of class time on the Web through the course Moodle site.

Hsg 5193 Directed Study in Housing Studies  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.

Hsg 5193 Directed Study in Housing Studies  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Angell, William J
Description: Student may contact the instructor or department for information.
Hsg 5193 Directed Study in Housing Studies
A-F only, 1-4 credit(s), max credits 8;
Instructor: Crump, Jeffrey R
Description: Student may contact the instructor or department for information.

Hsg 5193 Directed Study in Housing Studies
A-F only, 1-4 credit(s), max credits 8;
Instructor: Bruin, Marilyn J
Description: Student may contact the instructor or department for information.

Hsg 5463 Housing Policy
A-F only, 3 credit(s); [2401 or DHA 2401], [2463 or DHA 2463] or instr consent credit will not be granted if credit already received for: DHA 5463 Credit will not be granted if credit has been received for: PA 5261;
Instructor: Crump, Jeffrey R
Description: Housing is an essential human need. Adequate and affordable housing is necessary for health, psychological well-being and for the developmental needs of the young and old alike. Housing is also a critical part of the U.S. economy and many household’s economic wealth (or lack thereof) is reflective of their position in the housing market. This course is an exploration of Housing Policy in the United States. We begin by setting the context for U.S. housing by examining the social and spatial segmentation of housing in the U.S. Of particular interest is the fact of racial discrimination in housing which has produced a deeply segregated residential structure. We next move on to an examination of federal housing policy including the deregulation of the mortgage industry, public housing policy and the Community Reinvestment Act (CRA). Following that, we study state and local housing policies with particular focus of local initiatives to address issues of housing affordability and racial segmentation in the housing market.

Hsg 5464 Understanding Housing: Assessment and Analysis
A-F only, 3 credit(s);
Instructor: Deegan, Jessica Ann
Description: This course is designed as an introduction to housing based research and analysis with a focus on geographic information systems and mapping. Housing research lends itself well to mapping and geographic analysis because of the fixed location of housing stock and the rich information that we can gather about the structure itself, the neighborhood or city in which it resides, and the inhabitants within. The course requires extensive use of computers in a weekly lab session. GIS analysis will be taught from the basic principals through data collection and map production. While no previous GIS experience is necessary, a familiarity with Windows and standard office software is highly recommended and will help you succeed in the course. The are three main goals in this course: 1) To develop a basic understanding of how to use GIS in the analysis of spatial data, especially that which pertains to housing; 2) To develop the ability to design maps that effectively communicate the information that is presented; 3) To understand the characteristics and availability of a variety of data sources, both housing specific and spatial data, and to utilize these data in the analysis of housing issues. This course is targeted towards upper level undergraduates and graduate students in many disciplines.
Style: 50% Lecture, 50% Laboratory.
Grading: 40% reports/papers, 30% quizzes, 30% laboratory evaluation.

Hsg 5484 Rural Housing Issues
A-F only, 3 credit(s);
Instructor: Ziebarth PhD, Ann
Description: Housing issues for nonmetropolitan places, small towns, and rural areas are explored in this course. Housing needs and policy implications for targeted rural populations, such as American Indians, immigrants, migrant farm workers, and those living in areas of persistent poverty, are studied. Impacts of various rural economic development strategies and public policies on housing availability, adequacy, and affordability will be discussed. Student will increase their awareness of the ways housing policies in rural places are similar and different than in urban settings. They will gain an appreciation of the unique challenges facing rural communities in addressing the housing needs of current and potential residents. Students will also develop an understanding of the public policies directed at rural housing. The course will involve a variety of learning strategies including lecture, discussion, presentations, video/DVD, and problem solving activities.
Style: 45% Lecture, 5% Film/Video, 25% Discussion, 10% Small Group Activities, 15% Student Presentation.
Grading: 33% mid exam, 33% reports/papers, 17% reflection paper, 17% in-class presentation. Class attendance and participation is expected in the course. There are two in-class exams.
Exam Format: Essay and short answer.

Hsg 8192 Readings in Housing Studies
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Ziebarth PhD, Ann
Description: Student may contact the instructor or department for information.
Hsg 8192 Readings in Housing Studies  
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;  
Instructor: Angell, William J  
Description: Student may contact the instructor or department for information.

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

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

Hsg 8193 Directed Study  
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;  
Instructor: Ziebarth PhD, Ann  
Description: Student may contact the instructor or department for information.

Hsg 8193 Directed Study  
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;  
Instructor: Angell, William J  
Description: Student may contact the instructor or department for information.

Hsg 8193 Directed Study  
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;  
Instructor: Crump, Jeffrey R  
Description: Student may contact the instructor or department for information.

Hsg 8193 Directed Study  
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;  
Instructor: Bruin, Marilyn J  
Description: Student may contact the instructor or department for information.

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

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

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

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

---

Human Resources and Industrial Relations  3-300 Carlson School of Management

HRIR 3021 Human Resource Management and Industrial Relations  
3 credit(s); ECON 1101, ECON 1102, PSY 1001  
Credit will not be granted if credit has been received for: HRIR 8021;
Instructor: Benraouane, Sid A.
Description: Student may contact the instructor or department for information.

HRIR 3021 Human Resource Management and Industrial Relations
3 credit(s); ECON 1101, ECON 1102, PSY 1001
Credit will not be granted if credit has been received for: HRIR 8021;
Instructor: Falink, Amy
Description: Student may contact the instructor or department for information.

HRIR 3031 Staffing and Selection: Strategic and Operational Concerns
2 credit(s);
Instructor: Dahm, Patricia C
Description: Student may contact the instructor or department for information.

HRIR 3032 Training and Development
2 credit(s);
Instructor: Dahm, Patricia C
Description: Student may contact the instructor or department for information.

HRIR 3071 Union Organizing and Labor Relations
2 credit(s);
Instructor: Bellman, Mary Jean
Description: This course provides an introduction to the role of labor unions in the workplace and in society overall. We will examine the history of labor organizing in the U.S. and its influence on labor law and contemporary labor relations in this country. The class will also discuss union organizing tactics and current debates about union models. As demonstrated by the political events in Wisconsin earlier this year, this is a fascinating and important moment to study the role of unions. This course is the first half of a two course sequence on labor relations and collective bargaining, providing the foundations for HRIR 3072.
Style: 35% Lecture, 10% Film/Video, 30% Discussion, 15% Small Group Activities, 10% Guest Speakers.

HRIR 3072 Collective Bargaining and Dispute Resolution
2 credit(s);
Instructor: Sojourner, Aaron
Description: Student may contact the instructor or department for information.

HRIR 4100W Undergraduate HRIR Leadership Capstone
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: With recent public leadership failures at all levels of government and business, the question of how to identify and develop strong authentic and ethical leaders for the 21st century is an important societal problem, one being tackled by education, government and in the corporate boardroom. This course is the capstone experience for HRIR majors and is intended to aid students with a) integrating and applying experience from prior coursework and b) becoming effective and ethical leaders. The course is focused on preparing HR majors (or other interested undergraduate students) to develop programs and assist in the creation of corporate cultures and strategies that nurture and support effective and authentic leadership. This course is also focused on preparing students themselves to become effective, authentic leaders—whether it is in business, government, society, or in the classroom, the neighborhood, or the family. As a participant in the course, students will be expected to read and write, interview leaders, watch films, participate in group discussions and exercises, research organizational practices in leadership development, as well as to solicit feedback from others and to discuss their strengths and vulnerabilities as a person and as a leader with their classmates.

HRIR 5022 Managing Diversity
2 credit(s);
Instructor: Porter II, Louis
Description: Student may contact the instructor or department for information.

HRIR 5023 Employment and Labor Law for the HRIR Professional
A-F only, 2 credit(s);
Instructor: O'Toole, Carol Ann Berg
Description: This course covers the growing body of laws and their application to the workplace; human rights, equal employment opportunity, compensation and benefits, employee protection, and labor relations. Special issues (e.g., wrongful discharge, sexual harassment, defamation) are also discussed in the context of statute, case law, and their application to work settings.
HRIR 5061 Public Policies on Work and Pay
3 credit(s); Credit will not be granted if credit has been received for: PA 5431;
Instructor: Kleiner, Morris M
Description:

HRIR 5062 Personnel Economics
2 credit(s);
Instructor: Budd, John W.
Description: Student may contact the instructor or department for information.

HRIR 6025 Leadership and Personal Development
A-F only, 2 credit(s);
Instructor: Benraouane, Sid A.
Description: Course Description. This course is designed to provide students with an overview of leadership as a field of study and as a profession. In looking at leadership as a field of study, this course provides an intellectual understanding of major theories, concepts and models discussed in the field. In looking at leadership as a managerial tool, this course explains the fundamental skills needed for managing people and organizations. Course Objectives. Develop a solid understanding of the state of the art of leadership and the different leadership models used in management. Become aware of your own leadership style, your strengths and your weaknesses and how you can engage in a continuous improvement. Enhance your ability to understand and lead in change while at the same time being able to articulate your thoughts and ideas about leadership. Course Assignment and Grade Distribution. Participation (Individual) 20%. Failure of leadership and the financial crisis: (Individual Due session 2 of the term) 10%. Leadership case presentation: Team 30% (Due session 2 and 3). Final reflection paper: Individual 20% (due one week after the end of the course.)

HRIR 6025 Leadership and Personal Development
A-F only, 2 credit(s);
Instructor: Glomb PhD, Theresa M
Description: Student may contact the instructor or department for information.

HRIR 8000 Graduate Topics in Human Resources and Industrial Relations
1-8 credit(s), max credits 8, 8 completions allowed;
Instructor: Benraouane, Sid A.
Description: Student may contact the instructor or department for information.

HRIR 8014 Human Resource Information Systems
2 credit(s);
Instructor: Lewis, Stephen Martin
Description: Student may contact the instructor or department for information.

HRIR 8023 International Human Resource Management
2 credit(s);
Instructor: Leslie, Lisa
Description: Student may contact the instructor or department for information.

HRIR 8034 Employee Development: Creating a Competitive Advantage
2 credit(s);
Instructor: Doepner-Hove, Stacy
Description: Student may contact the instructor or department for information.

HRIR 8044 Motivation and Work Behavior in Contemporary Organizations
2 credit(s);
Instructor: Glomb PhD, Theresa M
Description: Student may contact the instructor or department for information.

HRIR 8051 Compensation and Benefits
4 credit(s);
Instructor: Fossum, John A
Description: Student may contact the instructor or department for information.
HRIR 8052 Compensation Theory and Applications  
2 credit(s);  
Instructor: Ronza,Peter Paul  
Description: Student may contact the instructor or department for information.

HRIR 8053 Employer-Sponsored Employee Benefit Programs  
2 credit(s);  
Instructor: Leone,Robert  
Description: Student may contact the instructor or department for information.

HRIR 8071 Labor Relations and Collective Bargaining  
4 credit(s);  
Instructor: Sojourner,Aaron  
Description: Student may contact the instructor or department for information.

HRIR 8101 HRIR in Practice: Strategy, Execution, and Ethics  
2 credit(s);  
Instructor: Benraouane,Sid A.  
Description: Student may contact the instructor or department for information.

HRIR 8141 Organizational Theory Foundations of High-Impact HRIR  
2 credit(s);  
Instructor: Ben-Ner,Avner  
Description: Student may contact the instructor or department for information.

HRIR 8241 Organizational Behavior Foundations of High-Impact HRIR  
2 credit(s);  
Instructor: Duffy,Michelle Kathleen  
Description: Student may contact the instructor or department for information.

HRIR 8803 Core Seminar: Fundamentals of HR Research  
4 credit(s);  
Instructor: Wanberg,Connie Rae  
Description: Student may contact the instructor or department for information.

HRIR 8812 Core Seminar: Human Resources and Industrial Relations Research Methods  
4 credit(s);  
Instructor: Shaw,Jason D.  
Description: Student may contact the instructor or department for information.

HRIR 8820 Seminar: Special Topics in HRIR Research  
2 credit(s), max credits 12, 6 completions allowed;  
Instructor: Ben-Ner,Avner  
Description: Student may contact the instructor or department for information.

HRIR 8820 Seminar: Special Topics in HRIR Research  
2 credit(s), max credits 12, 6 completions allowed;  
Instructor: Leslie,Lisa  
Description: Student may contact the instructor or department for information.

Humanities  
831 Heller Hall

Hum 1433 Introduction to Literature  
A-F only, 3 credit(s), max credits 6;Meets CLE req of Literature  
Instructor: Nichols,Marcia Dawn  
Description: American Identities What does it mean to be an American? How has ?American? been defined historically? How do people from different socioeconomic backgrounds experience ?Americaness? differently? Are some individuals more ?American? than others? Who decides what being an American means? Are people from countries in the Western Hemisphere other than the United States also ?American?? In this class, we will explore these and other questions as we
read and analyze works of literature and film. In particular, we will examine different perspectives on identity in an American context. Moreover, using different critical prisms, we will explore issues of race, class, gender and sexuality as they relate to family and parenting. During the semester, students will be expected to participate in class discussion, complete in-class writings, keep a reading journal, give 2 oral presentations, complete 4-5 short writing assignments, and complete 1 group project. Laptops: Many assignments will be online, so you will need internet access. Please bring your laptops to class. Pen and paper: Please bring these to every class *Books can be purchased at the UMR bookstore or online.

**Grading:** This information will be provided in the course syllabus.

---

**Hum 1435 Introduction to History: Memoirs of Mass Violence**

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

**Instructor:** Ford, James Thomas

**Description:** This course examines the economic, social, cultural, political, and medical impact of epidemics throughout history. Humanities 1435 offers an opportunity not only to investigate the progress of medical science in the face of deadly diseases, especially the heroic story of "microbe hunters" who search for cures via science, technology, and human ingenuity; it also reflects upon the decisions that individuals and societies made in coping with or minimizing disease. Sometimes these decisions involved moral dilemmas, but ultimately the battle between microbes and their human hosts is a tale of tragic loss of life, co-evolution, and scientific breakthroughs. Five modules or units form the course curriculum, each lasting two to three weeks and entailing a writing assignment, class or online discussion, and an online quiz. First, the class looks at the origin of epidemics in pre-historic times and the three pandemics of plague in history, most notably the Black Death of 14th-century Europe. Second, students examine the menace of smallpox, especially during the Spanish conquest of the New World and in colonial North America. Third, the class studies epidemics associated with the 19th and early 20th centuries such as cholera, yellow fever, and tuberculosis. Fourth, Humanities 1435 focuses on the Great Influenza of 1918, as well as its precursors and similar outbreaks of flu more recently. Fifth, pandemics of the contemporary world such as AIDS and SARS receive attention in the final weeks of the semester. In addition to the unit-specific course work, students deliver an oral presentation on a particular theme from the course in lieu of a final exam at the end of the semester. The course fulfills the Historical Perspectives Core and Global Perspectives Theme of UMR's Liberal Education. We root these epidemics in particular eras and cultural settings through written sources and audio-visual aids.

---

**Hum 1435 Introduction to History: Trouble Spots in Today's World**

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

**Instructor:** Ford, James Thomas

**Description:** This course fulfills the Historical Perspectives Core and Global Perspectives Theme of UMR's Liberal Education requirements by examining five cases of genocide in the Middle East, Europe, Africa, and Southeast Asia. The goal is to familiarize students with terms, concepts, and theories used in the study of genocide and to explore some disturbing yet essential questions about humanity. In the process, Humanities 1435 acquaints students with history as a discipline; the course assessments require students to grapple with the use and limitations of primary sources, the development of a methodology, and the formation of an interpretation. Though rooted in history proper, the course is interdisciplinary and makes use of tools and theories from disciplines such as sociology, social psychology, geography, literature, forensic archeology, primatology, and biological anthropology. The class will consider not only the views of perpetrators and victims, but the perspectives of "third party" groups. Ultimately, the purpose of analyzing and interpreting these historical cases is to gain a degree of self-cognizance, a wider historical perspective, and a greater awareness of the world abroad. While the first week of instruction presents an overview of mass murder before the 20th century, the semester focuses on modern events: the Armenian Genocide (1915-1918), the Holocaust (1933-1945), the Cambodian Genocide (1975-1979), the Rwandan Genocide (1994), and Ethnic Cleansing and Genocide in the Former Yugoslavia (1992-1995). Each unit lasts two to three weeks and entails a short writing assignment, an online quiz, and in-class and forum discussions. Finally, students deliver an oral presentation on a particular theme from the course in lieu of a final exam at the end of the semester.

**Grading:** 30% reports/papers, 35% quizzes, 15% in-class presentation, 20% class participation.

---

**Hum 1441 Introduction to Ethics**

**A-F only, 3 credit(s);** Meets CLE req of Civic Life and Ethics

**Instructor:** Kostko, Aaron Thomas

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

---

**Hum 3437 History and Philosophy of Science**

**A-F only, 3 credit(s);** Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society

**Instructor:** Kostko, Aaron Thomas

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

---

**Hum 3471 Literatures of Diversity**

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

**Instructor:** Nichols, Marcia Dawn

**Description:** Gender is one of the basic forms of identity for most people. While many people might assume there are only
two genders, man and woman, this is simply not true. Not only are there multiple genders in our own society, many different cultures around the world have recognized three or more genders. Confusion about gender often arises because people associate it with biological sex (which itself is more complicated that two as you will learn). However, gender is defined, by the WHO and most academics, as the social role a person performs?man or woman, girl or boy, or something else. Learning about the diversity of gender and sexuality is crucial for students in the health sciences. It is important for health scientists of all types to be aware of this diversity in order to ensure that access to health care and resources are available to everyone, regardless of gender or sexuality (which, sadly, is often not the case today.) In this class we will be reading and exploring different theories about gender and sexuality from a variety of authors, including scientists, philosophers, literary critics, sociologists and others. We will also be exploring how gender and sexuality is defined and depicted within cultural expressions such as works of literature, cartoons, song, etc. This class will be a discussion format, meaning that the burden of discussion is on you, the student. You will be expected to keep up with the readings and to engage in lively, but respectful discussion about that week?s reading. You will also be keeping a reading journal, giving one oral presentation, and writing a 7-10 page research paper.

Industrial Engineering  125 Mechanical Engineering

IE 3041 Industrial Assignment I
  A-F only, 2 credit(s);
  Instructor: Kelso, Frank M
  Description: Student may contact the instructor or department for information.

IE 4043 Industrial Assignment III
  A-F only, 4 credit(s);
  Instructor: Kelso, Frank M
  Description: Student may contact the instructor or department for information.

IE 4521 Statistics, Quality, and Reliability
  4 credit(s);
  Instructor: Carlsson, John Gunnar
  Description: Student may contact the instructor or department for information.

IE 4521 Statistics, Quality, and Reliability
  4 credit(s);
  Instructor: Wang, Zizhuo
  Description: Student may contact the instructor or department for information.

IE 5113 Systems Engineering II
  A-F only, 4 credit(s);
  Instructor: Monson, Robert James
  Description:

IE 5513 Engineering Safety
  A-F only, 4 credit(s);
  Instructor: Chaplin, Jonathan
  Description: Occupational, health, and product safety. Standards, laws, and regulations. Hazards and their engineering control, including general principles, tools and machines, mechanics and structures, electrical safety, materials handling, fire safety, and chemicals. Human behavior and safety, procedures and training, warnings and instructions.
  Style: 100% Lecture.
  Grading: 22% mid exam, 31% final exam, 5% reports/papers, 10% quizzes, 22% written homework, 10% class participation.

IE 5541 Project Management
  4 credit(s); Upper div or grad student
  Credit will not be granted if credit has been received for: IE 4541;
  Instructor: Miller, Lisa A
  Description: Student may contact the instructor or department for information.

IE 5545 Decision Analysis
  4 credit(s);
  Instructor: Gupta, Diwakar
  Description: This course surveys normative theories of decision making, with a particular emphasis on structuring of hard
decision problems arising in a variety of engineering, business, and public policy contexts. Topics discussed include decision trees, expected utility theory, screening prospects by dominance, assessment of subjective probability, multiple attribute utility, analytic hierarchy process, value of information, multistage decision problems, benchmarking with data envelopment analysis, and basics of game theory. The course is structured around the following themes: 1. What makes decision problems hard? Structuring of decision problems via decision trees. 2. Shortcomings of some commonly used decision criterion. 3. Value functions and utility functions. Expected utility maximization principle. 4. Risk attitudes, assessing utility functions and subjective probabilities. 5. Screening prospects by dominance. Portfolio selection. 6. Multiple attribute utility theory. 7. Analytical Hierarchy Process: Introduction, strengths and shortcomings. 8. Data Envelopment Analysis. Applications of DEA. 9. Introduction to game theory: Zero sum games. Cooperative and competitive games. Nash equilibrium. Stackelberg equilibrium. 10. Examples and cases from public policy and business sectors of economy. This course will be web enhanced but the URL is not yet available.

**Style:** 60% Lecture, 20% Discussion, 10% Small Group Activities, 10% Student Presentation. Discussion of assigned cases

**Grading:** 25% mid exam, 35% final exam, 10% reports/papers, 10% in-class presentation, 20% problem solving. Depending on student needs, the final exam may be replaced by a project.

**Exam Format:** Questions that must be answered in detail.

---

**IE 5551 Production Planning and Inventory Control**

- 4 credit(s); CNR or upper div or grad student
- **Credit will not be granted if credit has been received for:** IE 4551;
- **Instructor:** Chen, Xi
- **Description:** Student may contact the instructor or department for information.

**IE 5553 Simulation**

- 4 credit(s); Upper div or grad student; familiarity with probability/statistics recommended
- **Credit will not be granted if credit has been received for:** IE 3553;
- **Instructor:** Leder, Kevin Zox
- **Description:** Student may contact the instructor or department for information.

**IE 8534 Advanced Topics in Operations Research: Conic Optimization and Applications**

- 4 credit(s), max credits 8;
- **Instructor:** Zhang, Shuzhong
- **Description:** Student may contact the instructor or department for information.

**IE 8773 Graduate Seminar**

- S-N only, 1 credit(s);
- **Instructor:** Gupta, Diwakar
- **Description:** Student may contact the instructor or department for information.

**IE 8774 Graduate Seminar**

- S-N only, 1 credit(s);
- **Instructor:** Gupta, Diwakar
- **Description:** Student may contact the instructor or department for information.

**IE 8794 Industrial Engineering Research**

- 1-6 credit(s), max credits 10, 10 completions allowed;
- **Instructor:** Benjaafar, Saif
- **Description:** Student may contact the instructor or department for information.

---

**Information Networking 20 Ruttan Hall**

**Inet 4021 Network Programming**

- A-F only, 4 credit(s);
- **Instructor:** Langanki, Mark D
- **Description:** Network and distributed programming concepts and design using C, Java, and other higher level programming languages. Topics include sockets, TCP/IP, RPC, streaming, CORBA, .NET, and SOAP. Labs use UNIX/Linux and MS Windows operating systems.

**Inet 4031 System Administration**

- A-F only, 4 credit(s);
- **Instructor:** Dunn, Lawrence
Integration of hardware, software and operational practice. Recap of machine architecture/organization. Complex technology issues, e.g. designing for scalability, configuring systems, architecting storage systems, monitoring/testing performance, executing recovery processes, managing software licenses. Lab based, Microsoft Server and Linux OS.

**INet 4051 IT Infrastructure Operations**
- **A-F only, 3 credit(s);**
- **Instructor:** Sangam, Anil
- **Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Network, server and database operations including: infrastructure architecture, organizational structure, security, metrics, vendor relations, outsourcing, capacity planning, strategic planning and budgeting. Online, case study.
- **Style:** Online
- **Grading:** See attached syllabus

**INet 4061 Introduction to Data Warehousing**
- **A-F only, 3 credit(s);**
- **Instructor:** Splett, Katherine Anna
- **Description:** Design strategies for business analytics solutions: Business case studies, data mining and OLAP dimensional data models, warehouse architectures, ETL processes, physical design, and administration. Includes hands-on labs with SQL Server 2005.

**INet 4082 IT Infrastructure Projects and Processes**
- **A-F only, 2 credit(s);**
- **Instructor:** Griep, Valarie Jean
- **Description:** IT management overview of business partnerships, project management and lifecycles, methodologies, processes and organizational structures. Technology management, resource estimating, cost, quality, metrics and risk mitigation concepts. Emphasis on best practices. Project simulation assignments tie all concepts together.
- **Style:** 20% Lecture, 10% Discussion, 50% Small Group Activities, 15% Student Presentation, 5% Guest Speakers
- **Grading:** 44% special projects, 20% quizzes, 20% written homework, 10% in-class presentation, 6% class participation. Will take 5 quizzes and keep the top 4 grades. Quiz format is short answer and problems.

**INet 4083 System Analysis and Design**
- **A-F only, 2 credit(s);**
- **Instructor:** Shah, Shanti R Ganger
- **Description:** Requirements management, analysis, and design of computer system solutions targeting business objectives, as preparation for role of business analyst or system analyst. Topics include: system development life cycle; development methodologies; analysis & design tools/techniques; communication strategies. System architecture as a business strategy.

**INet 4165 Information Security: Technology, Ethics, Legality, and Standards**
- **A-F only, 3 credit(s);**
- **Instructor:** Estrem, LeAllan James
- **Description:** In-depth exploration of real-world IT security issues and processes in the information security profession. Research security incidents; develop incident response plans; implement countermeasures; create standards-compliant policies. Topics include detection, risk assessment, technology, secure design, business continuity, forensics, law.

**INet 4193 Directed Study**
- **A-F only, 1-4 credit(s), max credits 12, 4 completions allowed;**
- **Instructor:** STAFF
- **Description:** Independent project, topic arranged with and supervised by ITI faculty.

**INet 4596 Internship**
- **1-3 credit(s), max credits 6;**
- **Instructor:** Dunn, Lawrence
- **Description:** Student may contact the instructor or department for information.

---

**Information and Decision Sciences 3-353 Carlson School of Management**

**IDSc 3001 Information Systems for Business Processes and Management**
IDSc 3101 Introduction to Programming
A-F only, 2 credit(s);
Instructor: Umyarov, Akhmed
Description: Student may contact the instructor or department for information.

IDSc 3102 Intermediate Programming
A-F only, 2 credit(s);
Instructor: Singh, Shweta
Description: Student may contact the instructor or department for information.

IDSc 3103 Data Modeling and Databases
A-F only, 2 credit(s);
Instructor: Umyarov, Akhmed
Description: Student may contact the instructor or department for information.

IDSc 3104 Enterprise Systems
A-F only, 2 credit(s);
Instructor: Fiedler, Corrinne (Corrie)
Description: Student may contact the instructor or department for information.

IDSc 3202 Analysis and Modeling for Business Systems Development
A-F only, 4 credit(s);
Instructor: Fiedler, Corrinne (Corrie)
Description: Improving business processes has become a key business strategy: always driving toward faster, cheaper, more reliable processes. A key role in these improvement efforts is that of the Business Analyst: the person who bridges the gap of understanding between the business needs and the technologists (designers and programmers). IDSc 3202 emphasizes the science and the art of converting ambiguous and contradictory business concepts into business process models. These models must, of course, be correct, but also precise enough to be implemented. Over the semester, we study critical business analyst skills: evaluating current processes, recommending strategic solutions, working with business stakeholders to clarify & document requirements, developing process and data models, and planning for the human side of change. The class covers critical skills for those with career goals in any process-oriented role in today's enterprises, including business analyst, supply chain manager, operations manager, finance manager, MIS manager, project manager. The course includes hands-on experience with process modeling (Microsoft Visio), project management (Microsoft Project), and data base (Microsoft Access) tools.
Style: 45% Lecture, 30% Discussion, 15% Small Group Activities, 5% Student Presentation, 5% Guest Speakers. Class time set aside weekly for team project work.
Grading: 20% mid exam, 10% final exam, 25% special projects, 30% written homework, 15% class participation.

IDSc 4204W Information Services Management
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Ghoshal, Abhijeet
Description: Student may contact the instructor or department for information.

IDSc 4301 Information Systems Capstone Course: A Live Case
A-F only, 2 credit(s);
Instructor: Chervany, Norman Lee
Description: The first three weeks of the course will meet on Monday and Wednesday (9:55 - 11:35 AM) in CSOM 1-135. Each class period will involve applying the principles from the assigned reading to a IT-centered business case. The last four weeks of the course will involve student teams (5-6 persons) working on an IT-centered live /project case of the team's choosing. The case will require the students to develop a detailed recommendation (and supporting rationale) for an important strategically-needed IT application in the company with which they are working. The students will present their recommendation to the rest of the class in an all-day presentation session on Saturday, May 5. Attendance at this session is mandatory for all students. Questions: email Nchervan@umn.edu
Style: The first three weeks of the course involve in-class dicussions of cases. The last four weeks of the course involve student teams working on their "live case projects" and meeting once per week with the instructor.

IDSc 4401 Information Security
**A-F only, 2 credit(s);**

**Instructor:** Schmidt, Matt

**Description:** Information security is recognized as one of the most prominent topics in modern information systems management. Security incidents can cause severe damage to corporations in forms of lost productivity, downtime, disclosed confidential data, and reputation implications. With attacks becoming faster and more sophisticated, it is important to understand what can be done to identify, prevent, sustain, and recover from those attacks. One particular aspect of information security that will be the major focus of this class is network security. The importance of network security puts pressure on information systems managers from two directions. On one hand, we are very dependent on internal (LAN) and external (Internet) networks, and losing network access may lead to catastrophic consequences. On another hand, a majority of attacks against information systems are carried out remotely by the means of the same networks that are used for legitimate communications. In this class, we will discuss common problems with basic solutions and techniques that make computer networks and data safer. We will look at the common practices followed by hackers and consider tools that are used for networks attacks as well as how to detect and stop those attacks. This class will be beneficial for you if you are preparing for a career in information systems and related areas, particularly with network management and support or IT audit and assurance. In addition, this class will cover a substantial portion of material common on the Security+ certification exam. This certification is beneficial for people interested in careers in Information Security area. The class will be held primarily in lecture mode with a significant amount of discussion on some tools along with in-class demonstrations. Students are encouraged to read about and bring examples of security incidents for class discussion and relate the class concepts to real-world issues.

**Style:** 55% Lecture, 20% Discussion, 20% Demonstration, 5% Guest Speakers.

**Grading:** 25% final exam, 35% special projects, 30% quizzes, 10% other evaluation. 3 quizzes at 10% each. 2 projects: one at 15%, and one at 20%

**Exam Format:** T/F w/ explanation Multiple choice Short Answer

---

**IDSc 4431 Advanced Database Design**

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

**Instructor:** Everest, Gordon C

**Description:** Raise your database design skills to a whole new level. This course receives very high ratings from students. One wrote "enjoyed your class tremendously; one of the best I had at the U." Students learn something substantive to greatly enhance a career in IS, and have fun in the process. This course presents a high-level, conceptual data modeling scheme called Object Role Modeling (ORM). Students gain practical experience developing data models using ORM and its supporting CASE tool, the Natural ORM Architect (NORMA), which is open source software. Topics include: the basics of Entity-Relationship Diagrams (ERD), relational database modeling, and the principles of data normalization; a comprehensive taxonomy and comparison of data modeling schemes; advanced constructs in database design - subtypes and supertypes, ternary relationships, integrity constraints; capturing and representing facts and advanced business rule semantics in a data model; presentation and verbalization of a data model diagram for human understanding and validation; conducting a data modeling project; and mapping an ORM data model to a relational data model. ORM is a new way of thinking which avoids "table think." It enables data modelers to produce models which are semantically richer and easier to understand than traditional ?record-based? data modeling schemes, such as Entity-Relationship (ER) Diagrams and relational tables. TEXT: Terry Halpin and Tony Morgan, Information Modeling and Relational Databases, Morgan-Kaufmann, 2008. AUDIENCE -- For the student or practicing IS professional who wants to learn how to do a good job of designing databases. This course provides the necessary methodology and tool skills. .. Lecture with much interactive discussion. Lectures, and quiz and assignment reviews are recorded and available on the web. A special review session on Mondays starting at 4:30 pm for students who missed a live class lecture, want to ask questions, or dig more deeply into a topic. .. For more information, go to: http://www.tc.umn.edu/~geverest/DModCourse.html

**Style:** 70% Lecture, 20% Discussion, 10% Demonstration. Lecture with much interactive discussion. Lectures, and quiz and assignment reviews are recorded and available on the web. An optional review session on Mondays starting at 4:30 pm.

**Grading:** 20% final exam, 20% quizzes, 50% written homework, 10% class participation. A 15 min, 2 page quiz each week an assignment is due plus a final exam. All are taken online.

**Exam Format:** Both quizzes and the final exam: a mix of TF, MC, Blank fill, short answer, and mini design problems. Final exam is comprehensive on the whole course.

---

**IDSc 4444 Business Analytics**

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

**Instructor:** Adomavicius, Gediminas

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

---

**IDSc 4455 Web 2.0: The Business of Social Media**

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

**Instructor:** Ren, Yuqing

**Description:** Student may contact the instructor or department for information.
IDSc 6040 Information Technology Management
A-F only, 2 credit(s);
Instructor: Subramani, Mani R
Description: Student may contact the instructor or department for information.

IDSc 6040 Information Technology Management
A-F only, 2 credit(s);
Instructor: Ray, Gautam
Description: Student may contact the instructor or department for information.

IDSc 6050 Information Technologies and Solutions
A-F only, 2 credit(s);
Instructor: Adomavicius, Gediminas
Description: Student may contact the instructor or department for information.

IDSc 6423 Enterprise Systems
A-F only, 2 credit(s);
Instructor: Nemani, Rao R
Description: Student may contact the instructor or department for information.

IDSc 6444 Business Intelligence
A-F only, 2 credit(s);
Instructor: Adomavicius, Gediminas
Description: Course title: Business Intelligence The interaction between companies and their customers has changed dramatically in recent years. Customers and prospective customers want to interact with companies on their own terms, and a customer's continued business is no longer a guarantee. As a result, companies have realized that they need to understand their customers better and to be able to respond to various customer needs in a timely fashion. Business intelligence is the use of information technologies for gathering, storing, analyzing, and providing access to data to help managers make better decisions about their business and the way they serve customers. The innovative use of business intelligence technologies forms a powerful basis for competitive advantage in today's networked economy. The purpose of this course is to explain how data-driven business intelligence technologies, such as data mining, can help in many important business applications. This course begins by covering these topics at a basic fundamental level for those who have little or no experience with these technologies, and builds on this foundation to provide a comprehensive exploration of a variety of business intelligence technologies. This course assumes familiarity with Microsoft Excel. Important information about the required textbook: Galit Shmueli, Nitin R. Patel, Peter C. Bruce. Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner. 2nd edition. Wiley, 2010. ISBN: 978-0-470-52682-8. Note: This textbook comes with the XLMiner software (6-month license) that we will use in the class (you will be able to install it on your laptop and use it during the class and for homework assignments). In particular, each textbook has a license code for the software (and the software itself can be downloaded from the web). Thus, if you buy this textbook as a used book, you might not be able to use the software (since the original book owner might have used the software license up). For this reason, it is strongly advisable to buy the textbook as a new book, because you will definitely need the software for the class work.

IDSc 6465 Global Sourcing of IT and IT Enabled Services
A-F only, 4 credit(s);
Instructor: Bapna, Ravi
Description: Student may contact the instructor or department for information.

IDSc 6490 Advanced Topics in MIS: Advanced Business Intelligence
A-F only, 2 credit(s), max credits 10, 5 completions allowed;
Instructor: Adomavicius, Gediminas
Description: This course builds upon IDSC 6444 ?Business Intelligence? course. While IDSC 6444 focuses on the fundamental and most widely used data mining, data analytics, and personalization techniques, IDSC 6490 ?Advanced Business Intelligence? delves into a number of other current and emerging data analytics areas that are becoming increasingly important for modern organizations. Such areas include mining text and Web data, temporal data analytics, and advanced data visualization. This course covers a number of fundamental issues and introduces students to a number of analytics techniques in each of these areas. The students will be able to apply these techniques in different settings, using real-world datasets. This course will also discuss the value of advanced data analytics in a variety of organizational contexts and business applications.

IDSc 8003 Accounting and Information Systems
Description: Information technology (IT) has transformed the collection of financial data, the nature of financial reporting, the auditing business process, and the practice of financial and managerial accounting within the firm. This course provides the student with relevant background on the technology solution, managerial approaches, systems design and assessment methods, and managerial issues that are specific to this area. It also covers digital data sources, procedures related to financial data and financial reporting, the Sarbanes-Oxley reporting requirements, and IS/IT infrastructure and internal control assessment. Students engage in experiential learning and obtain real world exposure via hands-on use of IT Governance frameworks. A course project is required.

Style: 50% Lecture, 10% Film/Video, 25% Discussion, 10% Student Presentation, 5% Guest Speakers. Please note that percentages are estimates.

Grading: 25% mid exam, 25% final exam, 25% special projects, 25% quizzes.

IDSc 8521 System Development
2 credit(s);
Instructor: Gupta,Alok
Description: Student may contact the instructor or department for information.

IDSc 8531 Organizational Theory and Research in Information Systems
A-F only, 2 credit(s);
Instructor: Subramani,Mani R
Description: Student may contact the instructor or department for information.

IDSc 8801 Research Seminar in Information and Decision Sciences
2 credit(s), max credits 20, 10 completions allowed;
Instructor: Ray,Gautam
Description: Student may contact the instructor or department for information.

Infrastructure Systems Engineering  510 WBOB

ISE 5104 Construction Estimating
A-F only, 2 credit(s);
Instructor: Hilger,A Peter
Description: Student may contact the instructor or department for information.

ISE 5112 Infrastructure Systems Engineering Management
A-F only, 2 credit(s);
Instructor: Kern,Philip M
Description: Student may contact the instructor or department for information.

ISE 5201 Pavement Management Maintenance and Rehabilitation
A-F only, 2 credit(s);
Instructor: Marasteanu,Mihai
Description: Student may contact the instructor or department for information.

ISE 5202 Traffic Engineering Management
A-F only, 2 credit(s);
Instructor: Preston,Howard Denis
Description: Student may contact the instructor or department for information.

ISE 5301 Bridge Management Maintenance and Rehabilitation
A-F only, 2 credit(s);
Instructor: Olson,Steven Arthur
Description: Student may contact the instructor or department for information.

ISE 5302 Critical Infrastructure Security and Protection
A-F only, 2 credit(s);
Instructor: Amin,Massoud
Description: Student may contact the instructor or department for information.
ISE 5402 Storm Water Management
A-F only, 2 credit(s), max credits 10, 1 completion allowed;
Instructor: Willenbring, Peter Rich
Description: Student may contact the instructor or department for information.

ISE 5501 Geographic Information Systems
A-F only, 2 credit(s);
Instructor: Henry, Brad
Description: Student may contact the instructor or department for information.

ISE 8105 Capstone Project
A-F only, 1-2 credit(s), max credits 3;
Instructor: Voller, Vaughan Richard
Description: Student may contact the instructor or department for information.

Innovation Studies  20 Ruttan Hall

IS 5002 Final Project for Innovation Studies
A-F only, 1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Harkins, Arthur M
Description: The Final Project must have an applied, field-based dimension, and may be undertaken in one of two ways: (1) as an internship in an organization such as a business, school, government agency, nonprofit or community group, or (2) as a hands-on study project that sheds light on a contemporary issue or problem. Section 001 is for initial preparation of the Final Project.

IS 5100 Innovation Studies Seminar: Design Thinking for Innovation
A-F only, 3 credit(s), max credits 24, 24 completions allowed;
Instructor: Singh, Virajita
Description: We are in a time of profound societal change between old ways of thinking and doing and new ways that are still emerging. Innovation and new tools and process are needed to help make the change. Design thinking is a tool/process of great promise for this transition. Using the techniques that designers have used for ages, it is now possible for anyone who is willing to engage in creative thinking and action to participate in designing new ways of being and doing. This seminar is designed to introduce you to the emerging field of design thinking and how it is inspiring creativity and innovation at a local and national level. We will use immersion in writing, design and creativity exercises in class, individually and in groups, as a means of understanding the design thinking process in action. No prior design experience is required. Bringing insights and challenges from your particular disciplines to class discussions and activities is encouraged.

IS 5950 Special Topics: Humanity in Transition
A-F only, 1 credit(s), max credits 12, 3 completions allowed;
Instructor: Thayer, Tryggvi Brian
Description: Humanity in Transition - Humans are using technology to outpace evolution and to guide the future capabilities of our species. Some technologies are exotic: brain chip implants, laboratory-grown limbs and organs, and selective forms of genetic engineering designed to promote life extension. Can today's ordinary humans participate in these developments? The answer is Yes. Such "grass roots" participation can come about through a number of actions, including discovery-based reading about emerging human capabilities, planning and executing diet and exercise programs, and associating with organizations seeking to promote the growth of human capabilities. Explore all three of these approaches to human futures, with special emphasis on the literature of trans-humanity; diet and exercise; and connections with appropriate local and distant organizations. Each student will be invited to develop a "trans-me" profile of development activities designed to promote the expansion of his or her emergent capabilities. The result will be personal and team actions developing enhanced "trans-me" selves for today and tomorrow. This one credit seminar will meet for one day with a paper due 3 to 4 weeks after the meeting day.

IS 5950 Special Topics
A-F only, 1 credit(s), max credits 12, 3 completions allowed;
Instructor: Husom, David Harold
Description: Student may contact the instructor or department for information.

IS 5950 Special Topics: Humanity in Transition
A-F only, 1 credit(s), max credits 12, 3 completions allowed;
Instructor: Harkins, Arthur M
Description: Student may contact the instructor or department for information.
Description: <b>Humanity in Transition</b> - Humans are using technology to outpace evolution and to guide the future capabilities of our species. Some technologies are exotic: brain chip implants, laboratory-grown limbs and organs, and selective forms of genetic engineering designed to promote life extension. Can today's ordinary humans participate in these developments? The answer is Yes. Such "grass roots" participation can come about through a number of actions, including discovery-based reading about emerging human capabilities, planning and executing diet and exercise programs, and associating with organizations seeking to promote the growth of human capabilities. Explore all three of these approaches to human futures, with special emphasis on the literature of trans-humanity; diet and exercise; and connections with appropriate local and distant organizations. Each student will be invited to develop a "trans-me" profile of development activities designed to promote the expansion of his or her emergent capabilities. The result will be personal and team actions developing enhanced "trans-me" selves for today and tomorrow. This one credit seminar will meet for one day with a paper due 3 to 4 weeks after the meeting day.

**Insurance and Risk Management** 3-122 Carlson School of Management

**Ins 4100 Corporate Risk Management**
2 credit(s);
Instructor: Whitman, Andrew Franklin
Description: Theory applied to Enterprise Risk Management (ERM) practice. Guest industry practitioners demonstrate as students learn how to apply the risk management process of identifying, assessing, controlling, financing and monitoring risks from all sources to increase value to all stakeholders. Risk managing cash flow, human resources, intellectual and tangible property, liability, and worker's compensation by application of risk control and risk financing tools, including insurance. Students learn to serve as consultants in teams presenting the risk management process to a live client company.

**Ins 4101 Employee Benefits**
2 credit(s);
Instructor: STAFF
Description: Design/administration of employee benefit plans as a component of total compensation: health insurance, disability plans, life insurance, salary reduction/deferred compensation programs/retirement plans--from social insurance to executive benefits. Alternative funding methods, including, self-insurance. Ethical issues, legal liability, compliance with regulations. Students learn to serve as consultants applying employee benefits to a live company. Practicing professionals and faculty address the class and assist students.
Style: 70% Lecture, 15% Discussion, 15% Student Presentation.
Grading: 15% reports/papers, 50% quizzes, 20% in-class presentation, 15% class participation.
Exam Format: multiple choice and essay

**Ins 4200 Insurance Theory and Practice**
2 credit(s);
Instructor: Whitman, Andrew Franklin
Description: An introduction to insurance theory and practice and to careers of actuary, corporate risk manager, insurance agent/broker/consultant, underwriter, and loss adjuster. Types of insurance: liability, crime, workers' compensation, and property insurance. Insurance practices of pricing, marketing, underwriting, and claims administration. These functions are applicable to all types of insurance and to self insurance in large organization. Life and health insurance; they are covered in Ins 4101 & Ins 4201.

**Integrated Behavioral Health** 20 Ruttan Hall

**IBH 6021 Methods and Models III: Relapse Prevention, Risk Reduction & Recovery Maintenance**
A-F only, 2 credit(s);
Instructor: Desanto, Paula Louise
Description: Working with individuals with mental illness, chronic substance use disorders, or a co-occurring combination. Applying step-wise, individualized, recovery oriented evidence-based practices for risk reduction, relapse prevention, and recovery maintenance. Students use case studies to evaluate/apply risk reduction and personalized interventions.

**IBH 6061 Advanced Diagnostic Assessment**
A-F only, 3 credit(s);
Instructor: Frenz, David Arthur
Description: Diagnosing individuals with chronic/persistent mental health disorders, personality disorders, and associated substance use disorders. Case studies, field placement with multidisciplinary team.

**IBH 6071 Advanced Professional Issues**
A-F only, 3 credit(s);
Instructor: Wamsley, Debra S
Description: Developing a personal ethical decision model that incorporates five moral principles, ACA/NAADAC codes of ethical, and statutes/regulations that apply to mental health/substance abuse counseling. Case studies.

IBH 6081 Human Lifespan Development and Behavioral Health
A-F only, 2 credit(s);
Instructor: Wamsley, Debra S
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Human development across life span. Implications for direct clinical practice. Theories of human development. Co-occurring mental health/substance use disorders. Normative changes, individual differences, typical/atypical patterns of development.
Style: Online
Grading: See attached syllabus

IBH 6101 Family Dynamics and Therapy
A-F only, 3 credit(s);
Instructor: Becher-Ingwalson, Ann M
Description: Family life cycle, communication patterns, family dynamics, multi-generational patterns, systems theory/interventions for appropriate use of family resources to enhance intervention, treatment, family/individual functioning and maintenance processes. Working with families with mental illness, substance use and co-occurring disorders.

IBH 6111 Research and Evaluation Methods
A-F only, 3 credit(s);
Instructor: Everts, Jessie Claire
Description: Models of program evaluation. Use of research findings for program modification. Elements of research process, types of designs, program evaluation. Ethical considerations of research. Measurement concepts.

IBH 6950 Topics in Multicultural Practice: Advanced Multicultural Practice
A-F only, 1 credit(s), max credits 18, 6 completions allowed;
Instructor: Wamsley, Debra S
Description: Advanced Multicultural Practice

Inter-College Program 20 Ruttan Hall

ICP 3093 Directed Study
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: STAFF
Description:

ICP 3201 Career and Internship Preparation
A-F only, 1 credit(s);
Instructor: Hanson, Matthew R
Description: Student may contact the instructor or department for information.

ICP 3201 Career and Internship Preparation
A-F only, 1 credit(s);
Instructor: Giefer, Christine M
Description: This course is designed to introduce students to the career development journey. By taking a proactive approach to identifying and achieving their career goals, students will gain confidence in the job-search world and be able to position themselves to succeed. This course will focus on: -Self-assessment -Skills, values and goal setting -Job searching techniques -Resume writing, cover letters, portfolios and other job-search tools -Networking -Interviewing -Professionism

Interdepartmental Study 411 (STSS) Science Teaching Student Services

ID 1201 Major and Career Exploration
2 credit(s);
Instructor: Bolte, Mia M
Description: Are you undecided about which major to choose? Or are you wondering what careers you can pursue with
your major? In this class you'll learn about the foundations of career planning in relation to your interests. The course covers two main subjects: * Self-Assessment: Learn more about your skills, values, interests, and personality. * Exploring Options: Learn about majors available at the U, and how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. A $30 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

**ID 1201 Major and Career Exploration**

**2 credit(s);**

**Instructor:** Untiedt PhD,LP, Stephanie Ann

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

**ID 1201 Major and Career Exploration**

**2 credit(s);**

**Instructor:** Timmins, Paul

**Description:** Are you undecided about which major to choose? Or are you wondering what careers you can pursue with your major? In this class you'll learn about the foundations of career planning in relation to your interests. The course covers two main subjects: * Self-Assessment: Learn more about your skills, values, interests, and personality. * Exploring Options: Learn about majors available at the U, and how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. A $30 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

**ID 1201 Major and Career Exploration**

**2 credit(s);**

**Instructor:** Buckley, Christopher Gene

**Description:** Are you undecided about which major to choose? Or are you wondering what careers you can pursue with your major? In this class you'll learn about the foundations of career planning in relation to your interests. The course covers two main subjects: * Self-Assessment: Learn more about your skills, values, interests, and personality. * Exploring Options: Learn about majors available at the U, and how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. A $30 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

**ID 1201 Major and Career Exploration**

**2 credit(s);**

**Instructor:** Halverson, Joyce A

**Description:** Are you undecided about which major to choose? Or are you wondering what careers you can pursue with your major? In this class you'll learn about the foundations of career planning in relation to your interests. The course covers two main subjects: * Self-Assessment: Learn more about your skills, values, interests, and personality. * Exploring Options: Learn about majors available at the U, and how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. A $30 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

**ID 3201 Career Planning**

**2 credit(s);**

**Instructor:** Untiedt PhD, LP, Stephanie Ann

**Description:** Wondering what you'll do after graduation? This course provides a practical introduction to integrating career-search strategies with your talents, values, interests and experience. Emphasis is on understanding the marketplace, online research, strategic resume writing, networking, and interviewing. A $40 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.
ID 3201 Career Planning
2 credit(s);
Instructor: Holschbach MA, Jesse
Description: Wondering what you'll do after graduation? This course provides a practical introduction to integrating career-search strategies with your talents, values, interests and experience. Emphasis is on understanding the marketplace, online research, strategic resume writing, networking, and interviewing. A $40 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

ID 3205 Law School Exploration
2 credit(s);
Instructor: Reichelt, Erin Kristine
Description: Student may contact the instructor or department for information.

ID 3208 Internship Reflection: Making Meaning of Your Experience
1 credit(s);
Instructor: Schmidt Whitney, Angie
Description: Student may contact the instructor or department for information.

ID 3571 HECUA: Inequality in America - Contested Theories of Poverty, Inequality, and Social Change
4 credit(s); Meets CLE req of Social Sciences
Instructor: Holliday, David Wallace
Description: In the Metro Urban Studies Term students activity delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basics of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. Concurrent enrollment in ID 3572 and ID 3573 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.

ID 3572 HECUA: Inequality in America - Social Policy and Anti-Poverty Strategies in Theory and Practice
4 credit(s); Meets CLE req of Diversity and Soc Justice US
Instructor: Holliday, David Wallace
Description: In the Metro Urban Studies Term students actively delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basic of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. Concurrent enrollment in ID 3571 and ID 3573 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.

ID 3573 HECUA: Inequality in America Internship Seminar
8 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Holliday, David Wallace
Description: In the Metro Urban Studies Term students actively delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basic of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. This is an 8-credit internship in the Twin Cities. Concurrent enrollment in ID 3571 and ID 3573 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.

ID 3581 HECUA: Arts for Social Change - Art and Culture in Political, Social, Historical Context
4 credit(s); Meets CLE req of Arts/Humanities
Instructor: Holliday, David Wallace
Description: In this semester-long program that takes place off-campus in the Twin Cities, the arts are embraced as essential tools for civic engagement, participatory democracy and social justice. Through classroom seminars, field visits and professional internships, students explore how art and culture impact communities and how creative work (i.e. performance, writing, visual art, music and interpretation) can address and illuminate pressing issues. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. In the learning process, students meet with a wide variety of local artists, educators and arts advocates.
ID 3582 HECUA: Arts Praxis - Social Justice Theory and Practice in the Field
4 credit(s);Meets CLE req of Diversity and Soc Justice US
Instructor: Holliday, David Wallace
Description: In this semester-long program that takes place off-campus in the Twin Cities, the arts are embraced as essential tools for civic engagement, participatory democracy and social justice. Through classroom seminars, field visits and professional internships, students explore how art and culture impact communities and how creative work (i.e. performance, writing, visual art, music and interpretation) can address and illuminate pressing issues. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. In the learning process, students meet with a wide variety of local artists, educators and arts advocates in addition to attending performances, films and installations. Concurrent registration in ID 3582 and ID 3583 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.

ID 3583 HECUA: Arts for Social Change Internship Seminar
8 credit(s);Meets CLE req of Civic Life and Ethics
Instructor: Holliday, David Wallace
Description: In this semester-long program that takes place off-campus in the Twin Cities, the arts are embraced as essential tools for civic engagement, participatory democracy and social justice. Through classroom seminars, field visits and professional internships, students explore how art and culture impact communities and how creative work (i.e. performance, writing, visual art, music and interpretation) can address and illuminate pressing issues. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. In the learning process, students meet with a wide variety of local artists, educators and arts advocates in addition to attending performances, films and installations. This course is an internship with an organization in the Twin Cities. Concurrent registration in ID 3582 and ID 3583 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.

ID 3591 HECUA Off-Campus Study Program: Environmental Sustainability: Adaptive Ecosystem Management
A-F only, 4 credit(s);Meets CLE req of Environment
Instructor: Holliday, David Wallace
Description: Students will gain a practical understanding of the ecological and physical processes that underlie environmental degradation. This course includes both classroom and field work. All majors are welcome! Concurrent registration in ID 3592, 3593, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

ID 3592 HECUA Off-Campus Study Program: Environmental Sustainability: Dimensions of Environmental Change
A-F only, 4 credit(s);Meets CLE req of Social Sciences
Instructor: Holliday, David Wallace
Description: All majors are welcome! Students explore how humans understand environmental sustainability, how current power dynamics and trends towards a global free market impact local efforts to promote sustainability, and how community and social movements are developing alternative visions of environmental sustainability. This course includes both classroom and field work. Concurrent registration in ID 3591, 3593, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

ID 3593 HECUA Off-Campus Study Program in Sustainability: Field Methods Research and Investigation
A-F only, 4 credit(s);Meets CLE req of Biological Sciences
Instructor: Holliday, David Wallace
Description: All majors are welcome! In this component of the program, students have an opportunity to work with scientists and community members to conduct publishable research. Concurrent registration in ID 3591, 3592, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

ID 3594 HECUA Off-Campus Study Program: Environmental Sustainability, Internship
A-F only, 4 credit(s);Meets CLE req of Civic Life and Ethics
Instructor: Holliday, David Wallace
Description: All majors are welcome! This 15-hour per week internship gives students an opportunity to interact and work with one of the most active networks of environmental organizations in the country. Concurrent registration in ID 3591, 3592, & 3593 is required. Contact the CCLC (612-626-2044) for more information.

ID 3901 Scholars Program Capstone Seminar
A-F only, 1 credit(s);
Instructor: Siems McKay, Monica
Description: This one-credit seminar is designed to complement the Integrative Community Engagement Project (ICEP) as a capstone experience for you as a Community Engagement Scholar. The seminar will provide tools guidance, support, and structure to help you successfully complete your ICEP. It will also provide opportunities for you to reflect on how your previous academic and community work have informed your ICEP, and how your experiences will inform and help prepare you for the next, post-graduation phase of your life. The first half of the semester will be focused primarily on project support, and the final half of the semester will be focused on reflection. During our seminar meetings, we will use a variety of teaching and learning strategies to achieve the course objectives, including: workshop space to discuss projects with peers, small and large group discussions, interactive reflection activities, and short readings. A number of our class periods will be spent using a learning method called learning circles. Learning circles are a form of democratic education in which participants share stories about their experiences around a common theme to identify connections and insights about our work.

ID 3901 Scholars Program Capstone Seminar
A-F only, 1 credit(s);
Instructor: Dammer Hess, Laura Ann
Description: This one-credit seminar is designed to complement the Integrative Community Engagement Project (ICEP) as a capstone experience for you as a Community Engagement Scholar. The seminar will provide tools guidance, support, and structure to help you successfully complete your ICEP. It will also provide opportunities for you to reflect on how your previous academic and community work have informed your ICEP, and how your experiences will inform and help prepare you for the next, post-graduation phase of your life. The first half of the semester will be focused primarily on project support, and the final half of the semester will be focused on reflection. During our seminar meetings, we will use a variety of teaching and learning strategies to achieve the course objectives, including: workshop space to discuss projects with peers, small and large group discussions, interactive reflection activities, and short readings. A number of our class periods will be spent using a learning method called learning circles. Learning circles are a form of democratic education in which participants share stories about their experiences around a common theme to identify connections and insights about our work.

ID 3901 Scholars Program Capstone Seminar
A-F only, 1 credit(s);
Instructor: Peacock, Katie
Description: This one-credit seminar is designed to complement the Integrative Community Engagement Project (ICEP) as a capstone experience for you as a Community Engagement Scholar. The seminar will provide tools guidance, support, and structure to help you successfully complete your ICEP. It will also provide opportunities for you to reflect on how your previous academic and community work have informed your ICEP, and how your experiences will inform and help prepare you for the next, post-graduation phase of your life. The first half of the semester will be focused primarily on project support, and the final half of the semester will be focused on reflection. During our seminar meetings, we will use a variety of teaching and learning strategies to achieve the course objectives, including: workshop space to discuss projects with peers, small and large group discussions, interactive reflection activities, and short readings. A number of our class periods will be spent using a learning method called learning circles. Learning circles are a form of democratic education in which participants share stories about their experiences around a common theme to identify connections and insights about our work.

ID 3901 Scholars Program Capstone Seminar
A-F only, 1 credit(s);
Instructor: Hirt, Laurel Elizabeth
Description: This one-credit seminar is designed to complement the Integrative Community Engagement Project (ICEP) as a capstone experience for you as a Community Engagement Scholar. The seminar will provide tools guidance, support, and structure to help you successfully complete your ICEP. It will also provide opportunities for you to reflect on how your previous academic and community work have informed your ICEP, and how your experiences will inform and help prepare you for the next, post-graduation phase of your life. The first half of the semester will be focused primarily on project support, and the final half of the semester will be focused on reflection. During our seminar meetings, we will use a variety of teaching and learning strategies to achieve the course objectives, including: workshop space to discuss projects with peers, small and large group discussions, interactive reflection activities, and short readings. A number of our class periods will be spent using a learning method called learning circles. Learning circles are a form of democratic education in which participants share stories about their experiences around a common theme to identify connections and insights about our work.

ID 3993 Directed Study
1-4 credit(s), max credits 8, 8 completions allowed;
Instructor: Hirt, Laurel Elizabeth
Description: Student may contact the instructor or department for information.
1-4 credit(s), max credits 8, 8 completions allowed;  
Instructor: Timmins, Paul  
Description: Student may contact the instructor or department for information.

Instructor: Timmins, Paul

ID 3993 Directed Study

Interior Design 240 McNeal Hall

IDes 1602 Interior Design Studio II
A-F only, 4 credit(s);
Instructor: Zollinger, Stephanie Watson
Description: Student may contact the instructor or department for information.

IDes 2196 Work Experience in Interior Design
S-N only, 1-4 credit(s), max credits 8;
Instructor: Hadjiyanni, Tasoulla
Description: Student may contact the instructor or department for information.

IDes 2196 Work Experience in Interior Design
S-N only, 1-4 credit(s), max credits 8;
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.

IDes 2196 Work Experience in Interior Design
S-N only, 1-4 credit(s), max credits 8;
Instructor: Guerin, Denise A
Description: Student may contact the instructor or department for information.

IDes 2196 Work Experience in Interior Design
S-N only, 1-4 credit(s), max credits 8;
Instructor: Zollinger, Stephanie Watson
Description: Student may contact the instructor or department for information.

IDes 2196 Work Experience in Interior Design
S-N only, 1-4 credit(s), max credits 8;
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 2604 Interior Design Studio IV
A-F only, 4 credit(s);
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 2604 Interior Design Studio IV
A-F only, 4 credit(s);
Instructor: Motamed, Mandana
Description: Student may contact the instructor or department for information.

IDes 2613 Lighting Design and Life Safety Issues
A-F only, 4 credit(s);
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 3162 History of Interiors and Furnishings: 1750 to Present
A-F only, 4 credit(s); Meets CLE req of Historical Perspectives
Instructor: Hadjiyanni, Tasoulla
Description: This course explores the evolution in the design and meaning of furniture and domestic interiors in Europe and America between 1750 and the present day. Fundamental to the course's approach is the uncovering of the artistic, historical, social, environmental, economic, political, cultural, religious, and technological forces behind these designs. Armed with an understanding of the world's interconnectedness and the multiplicity of factors that impact the development
of furniture and interiors, students are challenged to consider how they can be responsible designers and create designs that respond to current forces and social concerns.

**Style:** 80% Lecture. presentations 
**Grading:** 60% mid exam, 15% final exam, 10% reports/papers, 15% special projects. 
**Exam Format:** identification of images

**IDes 3605 Interior Design Studio V**
A-F only, 4 credit(s);
Instructor: STAFF
**Description:** Advanced interior design projects dealing with small to medium scale spaces. Emphasizes special-needs populations.
**Style:** 5% Lecture, 10% Discussion. design problem solving 
**Grading:** 5% in-class presentation, 5% class participation, 90% other evaluation. studio projects

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

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

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

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

**IDes 4193 Directed Study in Interior Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: Hadjiyanni, Tasoulla
**Description:** Student may contact the instructor or department for information.

**IDes 4193 Directed Study in Interior Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: Martin, Caren Samter
**Description:** Student may contact the instructor or department for information.

**IDes 4193 Directed Study in Interior Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: Guerin, Denise A
**Description:** Student may contact the instructor or department for information.

**IDes 4193 Directed Study in Interior Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: Zollinger, Stephanie Watson
**Description:** Student may contact the instructor or department for information.

**IDes 4193 Directed Study in Interior Design**
A-F only, 1-4 credit(s), max credits 8;
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 4196 Internship in Interior Design
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Hadjiyanni, Tasoulla
Description: Student may contact the instructor or department for information.

IDes 4196 Internship in Interior Design
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.

IDes 4196 Internship in Interior Design
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Zollinger, Stephanie Watson
Description: Student may contact the instructor or department for information.

IDes 4196 Internship in Interior Design
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 4608 Interior Design Thesis
A-F only, 4 credit(s);
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.

IDes 4608 Interior Design Thesis
A-F only, 4 credit(s);
Instructor: Soules, Maureen Jeanette
Description: Student may contact the instructor or department for information.

IDes 4616 Sustainable Commercial Interior Design
A-F only, 3 credit(s);
Instructor: Paron-Wildes, Anita Jean
Description: The course focuses on preparing interior designers and architects to integrate sustainable design into their design practices by working with LEED for Interior Design and Construction Standards. LEED AP faculty will assist students by discussing the intent, requirements, submittals, and potential technologies and strategies to achieve LEED ID+C standards in existing, new construction, or tenant improvement projects. Students will complete a design project and submittal materials using LEED ID+C guidelines.

IDes 5193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Hadjiyanni, Tasoulla
Description: Student may contact the instructor or department for information.

IDes 5193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.

IDes 5193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Guerin, Denise A
Description: Student may contact the instructor or department for information.

IDes 5193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Zollinger, Stephanie Watson
Description: Student may contact the instructor or department for information.

IDes 5193 Directed Study in Interior Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

IDes 8192 Readings in Interior Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Hadjiyanni, Tasoulla
Description: Student may contact the instructor or department for information.

IDes 8192 Readings in Interior Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.

IDes 8192 Readings in Interior Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Guerin, Denise A
Description: Student may contact the instructor or department for information.

IDes 8192 Readings in Interior Design
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Zollinger, Stephanie Watson
Description: Student may contact the instructor or department for information.

IDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Hadjiyanni, Tasoulla
Description: Student may contact the instructor or department for information.

IDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Martin, Caren Samter
Description: Student may contact the instructor or department for information.

IDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Guerin, Denise A
Description: Student may contact the instructor or department for information.

IDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Zollinger, Stephanie Watson
Description: Student may contact the instructor or department for information.

IDes 8193 Directed Study
A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;
Instructor: Asojo, Abimbola
Description: Student may contact the instructor or department for information.

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

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

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

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

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

International Business 2-210 Carlson School of Management

IBus 3010 Introduction to Global Entrepreneurship in China
A-F only, 4 credit(s), max credits 12, 3 completions allowed;
Instructor: Spruth, Steve
Description: Student may contact the instructor or department for information.

IBus 3021 Human Resources Management in Australia
4 credit(s);
Instructor: Doepner-Hove, Stacy
Description: Student may contact the instructor or department for information.

IBus 3033W Business Communication in India
A-F only, 4 credit(s); Credit will not be granted if credit has been received for: MGMT 3033W; Meets CLE req of Writing Intensive
Instructor: Littlefield, Holly A
Description: Student may contact the instructor or department for information.

IBus 3080 Sustainability and Corporate Social Responsibility in Costa Rica
A-F only, 4 credit(s);
Instructor: Strand, Robert Gavin
Description: Student may contact the instructor or department for information.

IBus 4010 Management of Technology in the Middle East
A-F only, 3 credit(s);
Instructor: Marshak, Marvin L
Description: Student may contact the instructor or department for information.

IBus 4082W Brand Management
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Lipe, Jay
Description: Student may contact the instructor or department for information.

IBus 5110 Business and the Environment in Costa Rica
A-F only, 4 credit(s);
IBus 5150 India Seminar: Managing in a Global Environment
A-F only, 4 credit(s);
Instructor: Subramani, Mani R
Description: Student may contact the instructor or department for information.

IBus 5171 Global Business Practicum in Southern China
A-F only, 4 credit(s);
Instructor: Linderman, Kevin Wayne
Description: Student may contact the instructor or department for information.

IBus 6400 Carlson MBA Global Discovery
A-F only, 1-3 credit(s), max credits 3;
Instructor: Benraouane, Sid A.
Description: Student may contact the instructor or department for information.

IBus 6400 Carlson MBA Global Discovery
A-F only, 1-3 credit(s), max credits 3;
Instructor: Li, William
Description: Student may contact the instructor or department for information.

IBus 6400 Carlson MBA Global Discovery
A-F only, 1-3 credit(s), max credits 3;
Instructor: Bapna, Ravi
Description: Student may contact the instructor or department for information.

Interpersonal Relationships Research 104 Child Development

IRel 8360 Seminar: Topics in Interpersonal Relationships Research
1-3 credit(s), max credits 6, 3 completions allowed;
Instructor: Simpson, Jeffry A
Description: Student may contact the instructor or department for information.

Introduced Species and Genotypes

ISG 5020 Risk Analysis Modeling for Introduced Species and Genotypes
S-N only, 1 credit(s);
Instructor: Andow, David
Description: Student may contact the instructor or department for information.

Italian 314 Folwell Hall

Ital 1001 Beginning Italian
5 credit(s); Credit will not be granted if credit has been received for: ITAL 4001;
Instructor: STAFF
Description: Italian 1001 introduces students to the language and culture of Italy. Class time is spent on presentations of new concepts and on continual use of material already taught. Students work individually, in pairs and in groups. They learn to read, write, speak and understand Italian. They view Italian films. Integral parts of this course will be the online assignments (Quia workbook and laboratory manuals) that students are required to do at home and the cultural reading text Stelle, perle e mistero. By the end of the first semester, students can communicate in a number of real life situations and are becoming comfortable with the present and the past tenses. The grade is based on daily participation and homework performance, frequent quizzes, oral exams, compositions, and the final exam. Students who pass 1001 with a grade of +C- or higher can then move on to Italian 1002.
Grading: 15% final exam, 65% quizzes, 5% class participation, 15% other evaluation. oral presentations
Exam Format: Fill in the blank; true/false; essay; short answer

Ital 1002 Beginning Italian
Italian 3015 Reading, Conversation, and Composition

**Description:** Italian 3015 is a reading-, writing-, and speaking-intensive course. Through a variety of Italian texts and related readings, students will analyze the material both textually and grammatically, exploring their social, historical and cultural relevance. This course is recommended for students who have mastered basic Italian grammar and received a grade of B or higher in preceding Italian coursework.

**Exam Format:** Active participation in class discussions, written essays, comprehensive exams, in-class presentations

Italian 1004 Intermediate Italian

**Description:** Italian 1004 is the fourth semester course of Italian language and culture. (Students must have completed the equivalent of one and a half years of university level Italian instruction before taking this course.) Having learned all the basic grammar concepts students now concentrate on mastering these elements and on increasing their active vocabularies. They continue to read, write, speak and listen to Italian. Each student chooses a topic for a cultural presentation, which is both written and spoken. Italian films are integrated into the program. At the end of the fourth semester, students who pass with a grade of "C-" or higher are ready to move on to Italian 3015 or to study in Italy.

**Grading:** 10% final exam, 70% quizzes, 5% class participation, 15% other evaluation. oral exam

**Exam Format:** essay, short answer, fill-in blank, true/false

Italian 1003 Intermediate Italian

**Description:** Italian 1003 is the third semester course of Italian language and culture. (Students must have completed the equivalent of a year of university level Italian instruction before taking this course.) Students concentrate on mastering elements of grammar and on increasing their active vocabularies. They continue to read, write, speak and listen to current Italian. Each student chooses a topic for a cultural presentation, which is both written and spoken. Italian films are integrated into the program. An integral part of this course is reading the text, Pinocchio. The grade is based on daily participation and homework performance, frequent quizzes, oral exams, compositions, cultural presentation and the final exam. At the end of the third semester, students who pass with a grade of "C-" or higher are ready to move on to Italian 1004 or to study in Italy.

**Grading:** 10% final exam, 70% quizzes, 5% class participation, 15% other evaluation. oral exam

**Exam Format:** essay, short answer, fill in the blank, true/false

Italian 1002 Intermediate Italian

**Description:** Italian 1002 is the second semester of beginning Italian: students must have completed Italian 1001 with a grade of "C-" or better in order to take Italian 1002. Italian 1002 introduces students to the language and culture of Italy. Class time is spent on presentations of new concepts and on continual use of material already taught. Students work individually, in pairs and in groups. They learn to read, write, speak and understand Italian. They view Italian films. Integral parts of this course will be the online assignments (Quia workbook and laboratory manuals) that students are required to do at home and the cultural reading text Stelle, perle e mistero. By the end of the second semester, students can communicate in a number of real life situations and are becoming comfortable with the present and the past tenses. Students who pass 1002 with a grade of "C-" or higher can then move on to Italian 1003.

**Grading:** 15% final exam, 65% quizzes, 5% class participation, 15% other evaluation. oral presentations

**Exam Format:** Short answer; fill in the blank, true/false

Italian 1001 Intermediate Italian

**Description:** Italian 1001 is the first semester course of Italian language and culture. Students who pass 1001 with a grade of B or higher in preceding Italian coursework.

**Exam Format:** Active participation in class discussions, written essays, comprehensive exams, in-class presentations

**Grading:** 10% final exam, 70% quizzes, 5% class participation, 15% other evaluation. oral exam

**Exam Format:** essay, short answer, fill-in blank, true/false

Italian 3201 Reading Italian Texts: Poetics, Rhetoric, Theory

**Description:** How do we read? What does it mean to read critically? What do we expect from texts? How have reading (and writing) practices changed in today's twitter/facebook culture? How do our interpretations of texts differ from past ones? These are some of the questions we will raise in this course. The course wants to introduce students to thinking critically about the ways in which we read cultural texts and examine(among other issues) the relation between text and context, images and words, politics, gender and culture and to think critically about different "ways of knowing" and the interpretation of cultural materials. The hub of the course will focus on two important texts of post-unification 19th century Italy: Collodi's Pinnochio (1884) and De Amicis's Cuore (1886). We will examine and compare these "children's stories" from a variety of theoretical perspectives as well analyze cinematic versions of the former. Through these texts we will introduce students to a wide range of critical reading skills and develop some library research methods. The course will enable students to further their understanding of Italian culture and literature as well as gain an understanding of reading practices, both historical and contemporary. Graduate students will examine these texts also in light of post-unification
reading practices and nation-building practices (Croce, De Sanctis, Gramsci) as well as in light of contemporary Italian theoretical approaches.

**Style:** 20% Lecture, 60% Discussion, 20% Student Presentation.

**Ital 3459W Senior Project**
- 1 credit(s); Meets CLE req of Writing Intensive
- **Instructor:** Ferlito, Susanna Florenc
- **Description:** Student may contact the instructor or department for information.

**Ital 3640 Topics in Italian Studies**
- 3 credit(s), max credits 12, 4 completions allowed;
- **Instructor:** Ferlito, Susanna Florenc
- **Description:** Seduction, deception, secrecy, fraud, pleasure, spying, desire. These are some of the concepts and practices we will examine in this course. We will examine through film, visual culture and literature the question of seduction. How do we understand seduction and the way it "works" --emotionally, politically, socially, historically? What constitutes the seductive and what is "it" not and why? Is disgust the opposite emotional response to the pleasure of seduction? We will examine the historical association of seduction with women and female nature, women as victims of seduction and sexual violence but also as agents of seduction. In our studies we will examine historical figures of seduction from Don Juan to Casanova and the Countess Castiglione to the contemporary seductive sex-spy as for example, Mata Hari.
- **Style:** 60% Discussion, 20% Student Presentation.
- **Grading:** 30% mid exam, 30% final exam, 40% in-class presentation.

**Ital 3806 Negotiating the Terms: Italian Film and Literature**
- 3 credit(s), max credits 12, 4 completions allowed; Credit will not be granted if credit has been received for: ITAL 5806;
- **Instructor:** Ferlito, Susanna Florenc
- **Description:** Seduction, deception, secrecy, fraud, pleasure, spying, desire. These are some of the concepts and practices we will examine in this course. We will examine through film, visual culture and literature the question of seduction. How do we understand seduction and the way it "works" --emotionally, politically, socially, historically? What constitutes the seductive and what is "it" not and why? Is disgust the opposite emotional response to the pleasure of seduction? We will examine the historical association of seduction with women and female nature, women as victims of seduction and sexual violence but also as agents of seduction. In our studies we will examine historical figures of seduction from Don Juan to Casanova and the Countess Castiglione to the contemporary seductive sex-spy as for example, Mata Hari.
- **Style:** 60% Discussion, 20% Student Presentation.
- **Grading:** 30% mid exam, 30% final exam, 40% in-class presentation.

**Ital 4001 Beginning Italian**
- 2 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ITAL 1001;
- **Instructor:** Lavecchia, Ornella
- **Description:** Student may contact the instructor or department for information.

**Ital 4002 Beginning Italian**
- 2 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ITAL 1002;
- **Instructor:** Lavecchia, Ornella
- **Description:** Student may contact the instructor or department for information.

**Ital 4004 Intermediate Italian**
- 2 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: ITAL 1004;
- **Instructor:** Bray, Laura Smolizza
- **Description:** Student may contact the instructor or department for information.

**Ital 4970 Directed Readings**
- 1-4 credit(s), max credits 16, 4 completions allowed;
- **Instructor:** STAFF
- **Description:** Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.

**Ital 5201 Reading Italian Texts: Poetics, Rhetoric, Theory**
- 3 credit(s), max credits 12, 4 completions allowed; grad student or instr consent Credit will not be granted if credit has been received for: ITAL 3201;
- **Instructor:** Ferlito, Susanna Florenc
Description: How do we read? What does it mean to read critically? What do we expect from texts? How have reading (and writing) practices changed in today's twitter/facebook culture? How do our interpretations of texts differ from past ones? These are some of the questions we will raise in this course. The course wants to introduce students to thinking critically about the ways in which we read cultural texts and examine (among other issues) the relation between text and context, images and words, politics, gender and culture and to think critically about different "ways of knowing" and the interpretation of cultural materials. The hub of the course will focus on two important texts of post-unification 19th century Italy: Collodi's Pinnochio (1884) and De Amicis's Cuore (1886). We will examine and compare these "children's stories" from a variety of theoretical perspectives as well analyze cinematic versions of the former. Through these texts we will introduce students to a wide range of critical reading skills and develop some library research methods. The course will enable students to further their understanding of Italian culture and literature as well as gain an understanding of reading practices, both historical and contemporary. Graduate students will examine these texts also in light of post-unification reading practices and nation-building practices (Croce, De Sanctis, Gramsci) as well as in light of contemporary Italian theoretical approaches.

Style: 20% Lecture, 60% Discussion, 20% Student Presentation.

Ital 5970 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: STAFF
Description: Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.

Ital 8992 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Noakes, Susan J
Description: Student may contact the instructor or department for information.

Ital 8992 Directed Readings
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Ferlito, Susanna Florenc
Description: Student may contact the instructor or department for information.

Japanese

Jpn 1012 Beginning Japanese
6 credit(s); 1011 Credit will not be granted if credit has been received for: JPN 4002;
Instructor: Tazawa, Kenichi
Description: This course is the second of a two-semester sequence of Beginning Japanese. It aims to develop communication skills in Japanese. Therefore, students will continue learning the four skills of language (speaking, listening, reading, and writing) as well as culture-specific skills (dos and don'ts). The items that will be covered in this semester include but are not limited to: 1. Describing appearance, 2. Reporting, 3. Giving an opinion or advice, 4. Describing a plan, intention, or desire, and 5. Making comparisons. The course will cover Lessons 7 through 12 of Genki including both dialogue/grammar and reading/writing. It is expected that, by the end of this semester, students will be able to use the above functions to talk about family and friends, describe health concerns, and so on. Students also will be able to read and write short paragraphs, such as a letter or a report. To facilitate literacy, students will learn 87 kanji or Chinese characters (a total of 145 for JPN1011-1012).
Style: 25% Lecture, 75% Discussion.

Jpn 3022 Intermediate Japanese
5 credit(s); 3021 or instr consent Credit will not be granted if credit has been received for: JPN 4004;
Instructor: Emmett, Keiko
Description: This course is the second of a two-semester sequence of Intermediate Japanese. The course will cover Lessons 18 through 22 of Genki, both sections of dialogue/grammar and of reading/writing. The course aims to develop the four communication skills (speaking, listening, reading, and writing) on the intermediate level, as well as culture-specific skills (do's and don'ts). The items that will be covered in this term include, but are not limited to: 1. Describing the condition of an occurrence, 2. Speaking respectfully, 3. Explaining what you do not know, 4. Talking about bad experiences or events, and 5. Giving orders. It is expected that, by the end of this semester, students will be able to use the above functions to participate in formal, professional conversation. Students also will read/write short stories, expository writings, and formal letters. 78 kanji characters will be introduced in addition to the 224 characters learned in the previous lessons.
Style: 40% Lecture, 60% Discussion.
Grading: There are no mid and final exams. "Additional Semester Exams" consist of 5 chapter exams (written) and 2 oral exams.
Exam Format: Five written exams (multiple-choice, filling-in the blank, short-answer) and two 10-minute oral exams
Jpn 3022 Intermediate Japanese
5 credit(s); 3021 or instr consent Credit will not be granted if credit has been received for: JPN 4004;
Instructor: Inada, Minori
Description: Student may contact the instructor or department for information.

Jpn 3032 Third Year Japanese
4 credit(s); 3031 or instr consent Credit will not be granted if credit has been received for: JPN 4006;
Instructor: Buchanan, Michiko Todokoro
Description: This course is the second of a two-semester sequence of third-year Japanese. The course will cover Lessons 7-12 of 'An Integrated Approach to Intermediate Japanese - revised edition.' The course aims to develop the four communication skills (i.e., speaking, listening, reading, and writing) on an intermediate-high level, as well as strategies for carrying on a conversation. The items that will be covered in this semester include, but are not limited to: 1. Inviting people and accepting/declining an invitation, 2. Looking for a job, 3. Giving and receiving, 4. Making reservations, 5. Complaining and apologizing, and 6. Describing health conditions. Students will read short essays and pieces of expository writing as well as excerpts from authentic materials (i.e., materials written for native speakers of Japanese). In terms of kanji, there are 89 characters that the students are expected to be able to write in addition to the 367 characters learned in the lower courses. In addition, there are approximately 145 characters meant for recognition only.

Jpn 3290 Japanese Language Teaching Tutorial
S-N only, 1 credit(s), max credits 2;
Instructor: Buchanan, Michiko Todokoro
Description: Student may contact the instructor or department for information.

Jpn 4002 Beginning Japanese
3 credit(s); 4001, grad student Credit will not be granted if credit has been received for: JPN 1012;
Instructor: Tazawa, Kenichi
Description: This course is the second of a two-semester sequence of Beginning Japanese. It aims to develop communication skills in Japanese. Therefore, students will continue learning the four skills of language (speaking, listening, reading, and writing) as well as culture-specific skills (dos and don'ts). The items that will be covered in this semester include but are not limited to: 1. Describing appearance, 2. Reporting, 3. Giving an opinion or advice, 4. Describing a plan, intention, or desire, and 5. Making comparisons. The course will cover Lessons 7 through 12 of Genki including both dialogue/grammar and reading/writing. It is expected that, by the end of this semester, students will be able to use the above functions to talk about family and friends, describe health concerns, and so on. Students also will be able to read and write short paragraphs, such as a letter or a report. To facilitate literacy, students will learn 87 kanji or Chinese characters (a total of 145 for JPN1011-1012).
Style: 25% Lecture, 75% Discussion.

Jpn 4004 Intermediate Japanese
3 credit(s); 4003, grad student Credit will not be granted if credit has been received for: JPN 3022;
Instructor: Emmett, Keiko
Description: This course is the second of a two-semester sequence of Intermediate Japanese. The course will cover Lessons 18 through 22 of Genki, both sections of dialogue/grammar and of reading/writing. The course aims to develop the four communication skills (speaking, listening, reading, and writing) on the intermediate level, as well as culture-specific skills (do's and don'ts). The items that will be covered in this term include, but are not limited to: 1. Describing the condition of an occurrence, 2. Speaking respectfully, 3. Explaining what you do not know, 4. Talking about bad experiences or events, and 5. Giving orders. It is expected that, by the end of this semester, students will be able to use the above functions to participate in formal, professional conversation. Students also will read/write short stories, expository writings, and formal letters. 78 kanji characters will be introduced in addition to the 224 characters learned in the previous lessons.
Style: 40% Lecture, 60% Discussion.
Grading: There are no mid and final exams. "Additional Semester Exams" consist of 5 chapter exams (written) and 2 oral exams.
Exam Format: Five written exams (multiple-choice, filling-in the blank, short-answer) and two 10-minute oral exams

Jpn 4004 Intermediate Japanese
3 credit(s); 4003, grad student Credit will not be granted if credit has been received for: JPN 3022;
Instructor: Inada, Minori
Description: Student may contact the instructor or department for information.

Jpn 4006 Third Year Japanese
3 credit(s); 4005, grad student Credit will not be granted if credit has been received for: JPN 3032;
Instructor: Buchanan, Michiko Todokoro
Description: This course is the second of a two-semester sequence of third-year Japanese. The course will cover lessons
The course aims to develop the four communication skills (i.e., speaking, listening, reading, and writing) on an intermediate-high level, as well as strategies for carrying on a conversation. The items that will be covered in this semester include, but are not limited to: 1. Inviting people and accepting/declining an invitation, 2. Looking for a job, 3. Giving and receiving, 4. Making reservations, 5. Complaining and apologizing, and 6. Describing health conditions. Students will read short essays and pieces of expository writing as well as excerpts from authentic materials (i.e., materials written for native speakers of Japanese). In terms of kanji, there are 89 characters that the students are expected to be able to write in addition to the 367 characters learned in the lower courses. In addition, there are approximately 145 characters meant for recognition only.

Jpn 4042 Advanced Japanese Conversation and Composition
4 credit(s);
Instructor: Matsumoto, Fumiko
Description: This course aims to improve effective communication skills in speaking, listening, reading and writing in academic settings. Interviews, class presentations, discussions, and role-playing, as well as reading texts, will be employed in class. The course also aims to deepen the understanding of modern Japanese society and culture and to help students to be able to talk about their own society and culture in Japanese. Effective learning strategies will be introduced and implemented to help students become independent learners of Japanese. This course will cover Theme 4 through Theme 6 of 'Image of Japan', and topics such as "work", "women" and "foreigners" will be dealt with.
Style: 20% Lecture, 70% Discussion, 10% Student Presentation.
Grading: 10% mid exam, 10% final exam, 5% reports/papers, 10% special projects, 15% quizzes, 15% in-class presentation, 10% class participation, 25% other evaluation. Homework (assignments)

Jpn 5993 Directed Studies in Japanese
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Buchanan, Michiko Todokoro
Description: Student may contact the instructor or department for information.

Jpn 5993 Directed Studies in Japanese
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Isaka, Maki
Description: Student may contact the instructor or department for information.

Jpn 5993 Directed Studies in Japanese
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Marran, Christine L
Description: Student may contact the instructor or department for information.

Jewish Studies Center for Jewish Studies

JwSt 3115 Midrash: Jewish Biblical Interpretation
3 credit(s); Credit will not be granted if credit has been received for: RELS 3115;
Instructor: Jassen, Alex P
Description: This course introduces students to the history of biblical interpretation in ancient Judaism. The Hebrew Bible (Old Testament) is the central document in Judaism. As with all scripture-based religions, Jews throughout time have been faced with the task of making sense of their sacred scriptures and renewing it for their own time. The aim of this course is to explore the variety of ancient Jewish readings of the Hebrew Bible in their diverse literary, cultural, and historical settings. Emphasis is placed on the different genres employed in Jewish biblical interpretation and their historical development. The course begins with interpretation within the Hebrew Bible itself and then explores the diverse forms of biblical interpretation found in Judaism of the late Second Temple period (3rd cen BCE-1st cen CE) ? translation, rewritten biblical texts, and the commentary form. Students read selections in translation drawn from the Dead Sea Scrolls, the Apocrypha and Pseudepigrapha, the Septuagint, the writings of Philo of Alexandria, and related texts. The course then focuses on the diverse collection of biblical interpretation stemming from rabbinic Judaism, ranging in date from the 3rd century CE through the 10th century CE. Analysis of rabbinic biblical interpretation (Midrash) focuses on unique elements in the rabbinic tradition as well as locates these approaches as part of the broader history of Jewish biblical interpretation. The remainder of the course will engage in comparative analysis of particular aspects of the biblical narrative as they are interpreted across the various text encountered. Topics that will be addressed in this comparative framework include the flood story, the binding of Isaac, the exodus, and the golden calf incident. Course meetings will emphasize in-depth reading of the material in the context of active student participation.
Style: 15% Lecture, 75% Discussion, 10% Student Presentation.
Grading: 50% reports/papers, 15% quizzes, 10% in-class presentation, 25% class participation.
JwSt 3502 Ancient Israel: From Conquest to Exile
3 credit(s); Knowledge of Hebrew not required, 3501 recommended credit will not be granted if credit already received for: ANE 3502/5502, RELS 3502/5502 Credit will not be granted if credit has been received for: CNES 3502; Instructor: von Dassow, Eva
Description: Israel and Judah were not states of great importance in the ancient Near East. Their population, territory, and economy were small, and they could not resist conquest by larger, more powerful states like Assyria and Rome. So why is their history significant still? The historical experiences of the people of ancient Israel and Judah were transmogrified in literary form into the Hebrew Bible (Old Testament), which became the foundation and wellspring for much of Western and Islamic civilization. Innumerable aspects of modern history and culture are predicated on some element of Israel's ancient past, as mediated to us through the Bible; so it behooves us to understand that past. But the Bible is a religious work, not a transcript of events, and it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are questions about how historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.
Style: 60% Lecture, 40% Discussion.
Grading: 20% final exam, 45% reports/papers, 20% quizzes, 15% class participation.
Exam Format: Essays, short IDs, maps

JwSt 3512 History of Modern Israel/Palestine: Society, Culture, and Politics
3 credit(s); Credit will not be granted if credit has been received for: HIST 3512; Meets CLE req of Global Perspectives
Instructor: Schroeter, Daniel J
Description: Beginning with a survey of Palestine in the nineteenth century, this course examines the origins of Zionism and Arab Nationalism, Arab-Jewish conflict in Palestine, the development of Jewish and Arab national cultures in the British Mandate, the formation of the Israeli nation after 1948, the Arab-Israeli wars, and the development of the Palestinian movement. Particular attention will be paid to the diversity of Israeli and Palestinian society and culture, and the relations between the diverse communities in Israel/Palestine in the 20th century. As one of the most controversial subjects of the modern world, students will confront many contested accounts and interpretations of history that often serve the political aims of one of the many sides in the Israeli-Palestinian conflict. Yet in understanding these opposing viewpoints and competing versions of history, students will be better equipped to analyze why the conflict in Israel/Palestine has remained so difficult to resolve.

JwSt 3520 History of the Holocaust
3 credit(s); Credit will not be granted if credit has been received for: RELS 3521W;
Instructor: Ashkenazi, Ofer
Description: The term "Holocaust" refers to the deliberate, systematic murder of approximately 6 million Jews, as well as hundreds of thousands of Roma (Gypsies) and others, in Nazi dominated Europe between the years 1941-1945. The course will narrate the history of the Holocaust, its social, cultural and ideological origins, and its major influences on post-1945 developments. In addition, we will discuss the theories that seek to explain "how it could happen" and what is the "meaning" of it, the "lesson" it taught. In our inquiry we will use a variety of primary sources - such as films, television shows, memoirs, speeches, essays, short stories, etc. The diverse sources would provide us with clues for a better understanding of this unimaginable, tragic period in human history. The class does not require special linguistic abilities, although they are most welcome. Class time: 60% lecture, 40% discussion. Work Load: 8-10 pages of writing per semester: a take-home midterm exam (3-4 pages); final paper (4-5 pages); in-class multiple-choice final exam. Grade: 50% take-home exams (25% each); 30% final exam; 10% in-class final exam; 10% participation in class discussions.

JwSt 3606 Christians, Muslims, and Jews in the Middle Ages
3 credit(s); Credit will not be granted if credit has been received for: HIST 3606; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Phillips Jr, William D
Description: Spell Check Course Guide Description (3,000 character limit) (Alt+5) The course will cover ca. 400 to ca. 1500 and will emphasize the Mediterranean with medieval Iberia as a main case study. Emphasis on social and political features. Readings in primary and secondary sources. Mid-term and final exams. One or two short papers. Lectures and class discussion. Violent dimensions of these relations: Muslim/Christian expansion, jihad/crusade, anti-Jewish violence/persecution. Peaceful dimensions: trade, intellectual exchange, religious dialogue.
Style: 30% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities, 10% Student Presentation.
Grading: 20% mid exam, 30% final exam, 15% reports/papers, 10% attendance, 10% in-class presentation, 15% class participation.

JwSt 3632W Jewish Women in the United States
Description: This class will examine the history of Jewish women in the United States over the past 150 years. Students will learn about how Jewish women changed family life, entered the work place, built communal structures and participated in the major social movements of this period. The class will look at the diversity of Jewish women’s experiences understanding how their differences will allow us to understand that women can only be studied in relationship to issues such as class and race. In studying women within an American minority group the class will focus on the ways in which both anti-Semitism and changing ideas about Jews and race shaped Jewish women’s experience. We will address four periods in American Jewish history, from the mid nineteenth century to the present, that marked key turning points in defining American Jewish life for women. They coincide as well with times of dramatic change in American society. Students will read a variety of sources—fiction, historical narratives, autobiography— as well as viewing films and printed sources such as political cartoons. This body of work will allow the class to understand the ways in which Jewish women were viewed by the larger culture, by Jewish men and one another. The class will create the opportunity both to learn about Jewish women, but also to provide the tools to learn to analyze how forms of racism—including anti-semitism—and sexism shape society and groups. Class Time: Lecture 30% Discussion 30% Films/DVDs 20% In Class Assignments 20% Work Load 50 pages per week; mid term and final; three short papers

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

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

Exam Format: essay and short answer

JwSt 4000W Final Project, Writing Intensive
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Prell, Riv-Ellen
Description: Student may contact the instructor or department for information.

JwSt 4001W Final Project, Writing Intensive
A-F only, 1 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

JwSt 5115 Midrash: Jewish Biblical Interpretation
3 credit(s); Credit will not be granted if credit has been received for: JWST 3115;
Instructor: STAFF
Description: Mishnah and Midrash represent the earliest forms of Rabbinic literature. Mishnah refers to the early 3rd century C.E. compendium of Rabbinic legal traditions, while Midrash indicates the various collections of Rabbinic interpretation of the Bible that were compiled in the following centuries. These texts reflect early Rabbinic models of biblical interpretation, law, and theology. At the same time, Mishnah and Midrash, like Rabbinic Judaism in general, are heavily indebted to earlier expressions of Judaism that existed in the Second Temple period (539 B.C.E. - 70 C.E.). This course explores Mishnah, Midrash, and early Rabbinic Judaism in dialogue with Second Temple period Judaism and its literature (such as the Dead Sea Scrolls, the Apocrypha and Pseudepigrapha, and Philo). Each week, we examine a particular theme and track its development from Second Temple literature into Rabbinic Judaism. These topics are structured around the two central elements of Mishnah and Midrash: (1) Biblical Interpretation and (2) Law and Theology. For the former, we treat issues such as closing the canon of the Bible, text and interpretation, religious and interpretative authority, rewriting the Bible, and allegorical interpretation of the Bible. For the latter, we discuss models of the divine, sectarianism and Judaism, sacrifice and liturgy, prophecy and revelation, and messianism and eschatology. All texts will be read in translation.
Style: 15% Lecture, 75% Discussion. Student Presentation
Grading: 20% mid exam, 25% final exam, 25% reports/papers, 20% in-class presentation, 10% class participation.
Exam Format: Identifications, Short and Long Essay

JwSt 5992 Directed Readings
1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Journalism and Mass Communication 111 Murphy Hall

Jour 1001 Introduction to Mass Communication
A-F only, 3 credit(s); Pre-jour or non-jour major Credit will not be granted if credit has been received for: JOUR 1001H; Meets CLE req of Social Sciences; meets CLE req of Technology and Society
Introduction to Mass Communication

Style: 50% Lecture, 25% Discussion, 25% Small Group Activities.

Grading: 12% mid exam, 12% final exam, 10% reports/papers, 20% quizzes, 12% additional semester exams, 33% class participation.

Instructor: Hansen, Kathleen Ann

Description: How are new communication technologies (smart phones, tablets, etc.) changing the way media professionals do their work and audiences receive messages? What do we know about the effects of television and video games on children? Are social media going to kill traditional print media (newspapers, magazines, books)? Do advertising and public relations practitioners perform a useful information function in a democracy? Will we still go to a movie theater to see a film five years from now? What is it like to work in news, advertising or public relations? These questions and many more are explored in this course designed to introduce students to the theory and practice of mass communication in the United States. Students interested in majoring in journalism and mass communication must take this course before entering the major. Students interested in how and why mass communication messages function will leave the course with a deeper understanding of the media environment within which we all operate.

Jour 1001 Introduction to Mass Communication

A-F only, 3 credit(s); Pre-jour or non-jour major
Credit will not be granted if credit has been received for: JOUR 1001H
Meets CLE req of Social Sciences; meets CLE req of Technology and Society

Instructor: Paul, Nora

Description: Description: How are new communication technologies (smart phones, tablets, etc.) changing the way media professionals do their work and audiences receive messages? What do we know about the effects of television and video games on children? Are social media going to kill traditional print media (newspapers, magazines, books)? Do advertising and public relations practitioners perform a useful information function in a democracy? Will we still go to a movie theater to see a film five years from now? These questions and many more are explored in this course designed to introduce students to the theory and practice of mass communication in the United States. The orientation is on the industries of mass communication and how they are changing and evolving in light of digital technologies. Students interested in majoring in journalism and mass communication must take this course before entering the major. Students interested in how and why mass communication messages function will leave the course with a deeper understanding of the media environment within which we all operate.

Style: 50% Lecture, 25% Discussion, 25% Small Group Activities.

Grading: 12% mid exam, 12% final exam, 10% reports/papers, 20% quizzes, 12% additional semester exams, 33% class participation.

Jour 1001 Introduction to Mass Communication

A-F only, 3 credit(s); Pre-jour or non-jour major
Credit will not be granted if credit has been received for: JOUR 1001H
Meets CLE req of Social Sciences; meets CLE req of Technology and Society

Instructor: Defiel, Will

Description: Description: How are new communication technologies (smart phones, tablets, etc.) changing the way media professionals do their work and audiences receive messages? What do we know about the effects of television and video games on children? Are social media going to kill traditional print media (newspapers, magazines, books)? Do advertising and public relations practitioners perform a useful information function in a democracy? Will we still go to a movie theater to see a film five years from now? These questions and many more are explored in this course designed to introduce students to the theory and practice of mass communication in the United States. The orientation is on the industries of mass communication and how they are changing and evolving in light of digital technologies. Students interested in majoring in journalism and mass communication must take this course before entering the major. Students interested in how and why mass communication messages function will leave the course with a deeper understanding of the media environment within which we all operate.

Style: 50% Lecture, 25% Discussion, 25% Small Group Activities.

Grading: 12% mid exam, 12% final exam, 10% reports/papers, 20% quizzes, 12% additional semester exams, 33% class participation.

Jour 1001 Introduction to Mass Communication

A-F only, 3 credit(s); Pre-jour or non-jour major
Credit will not be granted if credit has been received for: JOUR 1001H
Meets CLE req of Social Sciences; meets CLE req of Technology and Society

Instructor: Lewis, Seth Corwin

Description: How are new communication technologies (smart phones, tablets, etc.) changing the way media professionals do their work and audiences receive messages? What do we know about the effects of television and video games on children? Are social media going to kill traditional print media (newspapers, magazines, books)? Do advertising and public relations practitioners perform a useful information function in a democracy? Will we still go to a movie theater to see a film five years from now? What is it like to work in news, advertising or public relations? These questions and many more are explored in this course designed to introduce students to the theory and practice of mass communication in the United States. Students interested in majoring in journalism and mass communication must take this course before entering the major. Students interested in how and why mass communication messages function will leave the course with a deeper understanding of the media environment within which we all operate.

Style: 50% Lecture, 25% Discussion, 25% Small Group Activities.
Grading: 15% mid exam, 15% final exam, 29% reports/papers, 8% quizzes, 15% additional semester exams, 17% in-class presentation.
Exam Format: Multiple-choice, matching, and short-answer (short-essay) questions

Jour 1905 Freshman Seminar: The Symbolic Meanings of Money
A-F only, 3 credit(s);
Instructor: Doyle, Kenneth Owen
Description: Student may contact the instructor or department for information.

Jour 3004V Honors: Information for Mass Communication
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Watson, Brendan R
Description: Student may contact the instructor or department for information.

Jour 3004W Information for Mass Communication
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Hansen, Kathleen Ann
Description: Student may contact the instructor or department for information.

Jour 3004W Information for Mass Communication
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Paul, Nora
Description: This course introduces the concept of the information strategy as it applies to mass communication. The strategies, techniques and resources discussed will apply to any type of mass communication message production; they will also apply to academic work such as term paper and project production. We are most concerned with the process of information gathering, evaluation and use. A case study format will be used to study this process in depth throughout the semester. The case study topic for this semester changes each semester and draws from current news issues for which examples abound in advertising, news and public relations. WebCT is used for all the course materials.
Style: 66% Lecture, 34% Discussion.
Grading: 16% mid exam, 16% final exam, 30% special projects, 12% class participation, 26% problem solving.
Exam Format: Multiple choice and true / false

Jour 3005 Mass Media Effects
A-F only, 3 credit(s); Meets CLE req of Social Sciences
Instructor: LaMarre, Heather Lyn
Description: Mass media have been alternately feared, bemoaned, used, and dismissed as tools to change beliefs, attitudes, and behavior. Together, we will explore a century’s worth of thinking as to how and when media might have such effects, and whether we might expect that media effects will change as a function of trends in media development. We will approach this topic largely from a social science perspective, and building on current developments in that area will examine media effects as the complex interaction of receivers who give meaning to media messages, the source of those messages, and the circumstances in which receivers engage with media messages. The goals of this course involve familiarity, comprehension, and application of a broad range of concepts, theories, and methods related to mass media effects. Specifically, in this course you will: develop your ability to critically assess the impact of media content on society and individuals; understand prominent theories of mass media effects; critically review research in the mass media effects arena; analyze and define types of media effects; and develop a greater understanding of the possible magnitude of mass media effects.

Jour 3006 Visual Communication
A-F only, 3 credit(s);
Instructor: STAFF
Description: OUR 3006 is an introduction to the study of visual media and to the role of images in mass communication and contemporary culture. The central goals of the course are to: ? provide you with an understanding of the basic visual elements from which images are constructed; ? sharpen your ability to analyze the messages encoded within visual images; ? enhance your ability to articulate your reactions to images both verbally and in writing; ? provide a strong foundation for professional work and scholarship in visual communication. At the end of the semester you will be looking at visual images differently than you do now: by studying the language of images and their social contexts you’ll be able to appreciate their complexity, understand how to discover their meanings, and grasp their significance. If you attend class, look, listen, and respond, your level of visual literacy will be significantly.

Jour 3007 The Media in American History and Law: Case Studies
A-F only, 3 credit(s); Meets CLE req of Historical Perspectives
Instructor: STAFF
This course focuses on the questions of power, access and representation in the media, and their social, political, economic and technological contexts, in specific historical periods chosen as case studies. Specific case studies may vary from term to term; recent courses have emphasized the development of print journalism during the American Civil War era, the development of broadcasting journalism in the World Wars period, the development of the African American press and the Vietnam era. While examining the evolution of the media and journalism, the course emphasizes the relevant legal and ethical issues, especially freedom of expression. The focus on a specific era is intended to give students an opportunity for in-depth study of the media in a given period. So as to provide students with core liberal education, the course is designed to teach not only a body of historical knowledge, but also how to engage critically important social issues such as the role of journalism in public life, the promise and challenges of free expression in a democracy, the role of the citizen in a democratic public sphere, the role of the media in a diverse society, and the process of discovering historical knowledge.

Jour 3101 News Reporting and Writing
A-F only, 3 credit(s);
Instructor: Golden,Gayle Celeste
Description: Student may contact the instructor or department for information.

Jour 3102 Convergence Journalism
A-F only, 3 credit(s);
Instructor: Benson,Dana Richard
Description: Student may contact the instructor or department for information.

Jour 3121 Intermediate News Reporting
A-F only, 3 credit(s);
Instructor: Ison,Christopher John
Description: This is a class tailored to undergraduate journalism majors in the news/editorial sequence. Students will learn how to report on the people, events and institutions that make up the most fundamental news beats in any newsroom. They'll learn by doing - hitting the streets to find news stories at city hall, the police department, the courthouse, etc. They'll need to apply what they learned in Journalism 3101 (Newswriting) and the additional writing skills they learn during the semester in this class. The class will emphasize how to find and use public records for news stories, how to find and interview sources and how to organize information so that stories are interesting and understandable to readers. The instructor will emphasize class discussion to learn about reporting methods, ethics and news judgment. Students will be required to read the newspaper every day and be able to think critically and discuss the news in class. By the end of the semester, students will understand how newsrooms work, and how good reporters produce accurate, high-quality stories for print and broadcast.

Style: 40% Lecture, 40% Discussion. TV news viewing, guest speakers, in-class exercises, etc.
Grading: 100% reports/papers. Occasional quizzes, as well as attendance and class participation could factor in to grades

Jour 3121 Intermediate News Reporting
A-F only, 3 credit(s);
Instructor: DePass,Dee
Description: Student may contact the instructor or department for information.

Jour 3155 Editing for Print and Digital Audiences
A-F only, 3 credit(s);
Instructor: McKenzie,Sarah Lynn
Description: Student may contact the instructor or department for information.
Jour 3173W Magazine Writing
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Froiland, Paul V
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid policies. This course will teach you the concepts and skills of writing for magazines. You will learn how to identify a magazine's niche and how to market stories editors want. Through a series of writing assignments, all of which will be edited and rewritten, you will then learn how to market, develop, and write the most common types of magazine stories. In the end, you will have some experience pitching a story to a publication, giving them the first step into that marketplace.
Style: 100% Web Based.
Grading: See attached syllabus

Jour 3173W Magazine Writing
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Bianco III, Anthony Joseph
Description: Student may contact the instructor or department for information.

Jour 3201 Principles of Strategic Communication
A-F only, 3 credit(s);
Instructor: Housholder, Elizabeth Emma
Description: Student may contact the instructor or department for information.

Jour 3201 Principles of Strategic Communication
A-F only, 3 credit(s);
Instructor: LaMarre, Heather Lyn
Description: Student may contact the instructor or department for information.

Jour 3241 Advertising Strategy and Creative Development
A-F only, 3 credit(s);
Instructor: Johnson, Jennifer M
Description: This course introduces students to creative strategic development and conceptual thinking in advertising. They will develop creative ideas based on strategies, with particular emphasis on media infinite concepts. At the end of the term, successful students will be able to recognize solid advertising, develop an intelligent creative strategy, create ideas that solve business problems, and present their ideas to others.
Style: 60% Lecture, 40% Discussion.
Grading: Team presentations account for 40% of final grade and individual quizzes, assignments, and participation account for 60% of final grade.
Exam Format: no standard format

Jour 3251 Evaluative Research in Strategic Communication
A-F only, 3 credit(s);
Instructor: Ball, Jennifer
Description: The strategic communication landscape is growing increasingly complex with increased emphasis on demonstrating the effectiveness of communication efforts. Now more than ever it is critical to keep a finger on the pulse of consumer opinion and accurately assess consumer response to messages. To that end, this class provides a basic knowledge of the quantitative research methods most commonly used by strategic communication professionals. Examination of methods addresses best practice for conducting research as well as considerations for critical evaluation of research results.
Style: 50% Lecture, 20% Discussion, 30% Small Group Activities.
Grading: 15% mid exam, 15% final exam, 40% special projects, 20% written homework, 10% class participation.

Jour 3253 Account Planning
A-F only, 3 credit(s);
Instructor: Williams, Jennifer Lisa
Description: Student may contact the instructor or department for information.

Jour 3261 Media Planning
A-F only, 3 credit(s);
Instructor: Herzog, Earl Alphonse
Description: Student may contact the instructor or department for information.
Jour 3279W Professional Writing for Strategic Communication  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Therkelsen, David Jon  
Description: Student may contact the instructor or department for information.

Jour 3279W Professional Writing for Strategic Communication  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Reid, Victoria Jane  
Description: Jour 3279 is a professional skills course focusing on the development of essential writing capabilities and tactical thinking required for the public relations profession. The course is designed to help students gain experience in researching, interviewing, writing and producing materials used by public relations practitioners. These include: professional biographies, press releases, fact sheets, backgrounders, media alerts, and speeches. Campaign tactics will be discussed throughout the course to provide a strong understanding of the public relations process.

Jour 3321 Media Design  
A-F only, 3 credit(s);  
Instructor: West, Arlene K  
Description: Student may contact the instructor or department for information.

Jour 3321 Media Design  
A-F only, 3 credit(s);  
Instructor: Husom, David Harold  
Description: Student may contact the instructor or department for information.

Jour 3321 Media Design  
A-F only, 3 credit(s);  
Instructor: Plesser, Leslie Jeanne  
Description: Student may contact the instructor or department for information.

Jour 3451 Electronic News Writing and Reporting  
A-F only, 3 credit(s);  
Instructor: Benson, Dana Richard  
Description: Student may contact the instructor or department for information.

Jour 3552 Internet and Global Society  
A-F only, 3 credit(s);  
Instructor: Lewis, Seth Corwin  
Description: This course examines how the Internet, as a decentralized and de-territorialized network, is connected with media and life in a globalized world. The course is both issue- and country-oriented, exploring how issues of digital technologies—such as social media and activism, copyright and piracy, and e-commerce and government regulation—intersect with politics, economics, technology, and society at the level of nation-states and cultures. A variety of theories or perspectives relevant or related to new media and global communication will be considered to help make sense of the interplay between Internet and society in a global setting. This course is roughly divided into two parts: conceptual and practical perspectives on Internet governance, and critical issues facing states and citizens at the global level. The division is designed to examine the structure and processes of the Internet and global society in both the theoretical and practical space. Because of the rapid growth of the Internet-related technologies (e.g., smartphones, social networks, and SMS tools in the developing world), it is difficult to survey the current Internet conditions and developments in all countries. The readings and discussions hence place special emphasis on a few select countries that may help illustrate how and why the Internet is revolutionizing the world’s geopolitical and socio-cultural landscape. Specifically, we investigate (1) the political, cultural, social, technological, and economic conditions that shape and are shaped by the presence of the Internet at the national and cross-national levels; (2) the effects of the Internet on the form and content of mass communication at the global level; and (3) the implications of the Internet use for human and social relations across national borders.

Jour 3745 Mass Media and Popular Culture  
A-F only, 3 credit(s); Non-jour major or [jour major, course appr on prog plan] or [pre-jour, adviser approval] Credit will not be granted if credit has been received for: JOUR 3745H; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US  
Instructor: Williams, Jennifer Lisa  
Description: Mass Media and Popular Culture is an exploration of the cultural role of media in our lives and societies. It is a study of how, why, and to what end popular television, films, music, entertainment, sports, brands and advertisements are produced and consumed. ?Mediation? is examined as a process through which artists, producers, marketers, critics, and
audiences create meaning. This course teaches you how to critically examine popular culture presented in the media by examining the representations of class, gender, race, ethnicity and nationality in pop culture media texts.

Style: 40% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities.
Grading: 25% mid exam, 25% final exam, 15% quizzes, 10% written homework, 15% reflection paper. Online Discussion Posts (10%)
Exam Format: Multiple Choice

Jour 3745 Mass Media and Popular Culture
A-F only, 3 credit(s);
Non-jour major or [jour major, course appr on prog plan] or [pre-jour, adviser approval]
Credit will not be granted if credit has been received for: JOUR 3745H; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: DeFoster, Ruth M
Description: Student may contact the instructor or department for information.

Jour 3771 Mass Media Ethics: Moral Reasoning and Case Studies
A-F only, 3 credit(s);
Meets CLE req of Civic Life and Ethics
Instructor: Ison, Christopher John
Description: This course will help you build a foundation for making ethical decisions under the kinds of difficult circumstances that journalists and strategic communication professionals face every day. The instructor won’t be telling you the right decisions. (Not most of the time, anyway,) You get to decide what constitutes the right decision. Most of our discussion will focus on the process we should use to make good, ethical judgments. That requires all of us to explore, discuss and debate the way we make decisions and the consequences. This will happen in constant class discussion that everyone is expected to join. We’ll talk about ethical theory and real-life case studies in journalism, advertising and public relations. Some will be historical examples; others will be more recent cases, and some that surface during the semester. That means students should be reading the newspapers and other media every day. It also means that attendance and class participation is required in this course. If you’re shy about asking questions and contributing comments, that’s certainly not uncommon. But get over it. It’s time to break out of your shell. We’ll hear regularly from guest speakers from the news and strategic communications fields, and we’ll use the University’s Vista site as a source for much of our reading.

Jour 3775 Administrative Law and Regulation for Strategic Communication
A-F only, 3 credit(s);
Instructor: Sanders, Amy Kristin
Description: This course is designed to provide students with a basic understanding of administrative law and regulation as it pertains to professional strategic communicators. We will examine significant court decisions affecting the legal rights and privileges relevant to the advertising, public relations and new media professions. We will survey the development and regulation of emerging technology, including social media and the regulation of blogging. In addition, the course will provide students with an understanding of administrative law and the regulatory environment. This is an introductory strategic communication law course so no prior knowledge of substantive law is required. However, a basic familiarity with the U.S. Constitution, particularly the First Amendment, is presumed. Familiarity with the three branches of the U.S. government, including the executive branch agencies that develop and enforce administrative law, also is presumed. Upon completion of the course, students will be able to locate and analyze relevant legal primary sources to answer important legal questions related to strategic communication. Through the drafting of case briefs, students will have demonstrated basic knowledge of the key legal rules in the areas of commercial speech, copyrights, trademarks, privacy and defamation as well as other timely legal topics, such as social media use in strategic communication, which are relevant to the course material. After attending a legal research workshop, students will demonstrate their ability to think critically about legal readings by drafting a case opinion that addresses a significant legal topic of current interest.

Jour 3776 Mass Communication Law
A-F only, 3 credit(s);
Instructor: Kirtley, Jane E
Description: Course objective: to allow undergraduates to gain a basic understanding of mass media law by reading and analyzing significant court decisions and statutes affecting legal rights and privileges of journalists. We will survey the development of First Amendment media law, including prior restraints, libel, privacy, reporters’ privilege, access to courts and to government information, and government regulation of electronic journalism. Course requires thorough preparation by reading primary source material as well as assigned textbook. Students must submit "briefs" (1-2 pages) of selected cases, prepare a short (5-10 pages) original research paper, write their own opinion in a First Amendment case (4-6 pages), and take two exams. Class participation is strongly encouraged. Format is primarily lecture/socratic dialogue.
Style: 65% Lecture, 35% Discussion.
Grading: 25% mid exam, 35% final exam, 40% reports/papers. Case briefs worth 15% of grade; opinion worth 15%; paper worth 20%. Exceptional class participation can raise grade.
Exam Format: Essay, with some short answer, multiple choice, true/false
Jour 3776H Mass Communication Law
   A-F only, 3 credit(s);
   Instructor: Kirtley, Jane E
   Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
   A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
   Instructor: Doyle, Kenneth Owen
   Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
   A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
   Instructor: Sullivan, Dan
   Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
   A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
   Instructor: Ison, Christopher John
   Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
   A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
   Instructor: Pedelty, Mark Holmes
   Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
   A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
   Instructor: Dell'Orto, Giovanna
   Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
   A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
   Instructor: Schwartz, Dona
   Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
   A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
   Instructor: Tims, Albert R
   Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
   A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
   Instructor: Wackman, Daniel Bruce
   Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
   A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
   Instructor: Hansen, Kathleen Ann
   Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
   A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
   Instructor: Golden, Gayle Celeste
   Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
   A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
   Instructor: Kirtley, Jane E
   Description: Student may contact the instructor or department for information.
Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Eighmey, John
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Huh, Jisu
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Yzer, Marco
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Squires, Catherine R
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Sanders, Amy Kristin
Description: Student may contact the instructor or department for information.

Jour 3993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Thiel-Stern, Shayla
Description: Student may contact the instructor or department for information.

Jour 3996 Directed Internship
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Benson, Dana Richard
Description: Student may contact the instructor or department for information.

Jour 3996 Directed Internship
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Therkelsen, David Jon
Description: Student may contact the instructor or department for information.

Jour 3996 Directed Internship
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Golden, Gayle Celeste
Description: Student may contact the instructor or department for information.

Jour 3996 Directed Internship
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Johnson, Jennifer M
Description: Student may contact the instructor or department for information.

Jour 4171 Capstone: Covering the Arts
A-F only, 3 credit(s);
Instructor: STAFF
Description: JUNGLE VOYAGE What artists want from critics is better reviews. And they deserve them. Not rave reviews, necessarily, but informed ones. Readers want them too. And editors require them. Anyone with a smartphone can have an opinion these days. An expert critic knows his/ her field from the bottom up, starting with what goes on in the workroom. That was the thinking behind J4171: Covering the Arts -- Backstage at the Jungle Theater. Having taught arts reviewing at Murphy Hall for ten years, I wanted to try a course that combined writing about the arts and observing the artistic process firsthand. My first effort, a backstage course at the Guthrie Theater?s A Christmas Carol, went nicely, but I thought we?d learn more working with a smaller theater. When the Jungle Theater came to the J School suggesting a partnership, we
were in business. Here's how the class works. On Mondays we meet at Murphy Hall arts-writing workshop. On
Wednesdays we meet at the Jungle to watch a rehearsal or to discuss the craft of the theater with an actor (Claudia
Wilkens, Barbara Kingsley); a playwright (Craig Wright); a lighting designer (Barry Browning.) Or we meet an arts journalist
(Star Tribune fim critic Chris Covert) or editor (Daily Planet arts editor Jay Gabler.) Equally important, we find out about the
business side of theater. How does the boxoffice work? How does the Jungle market a show? How does the board of
directors deal with a cash crunch? Also on hand is the Jungle's executive director, Margo Gisselman. She starts off the
Wednesday class by sharing the theater's good and bad news since last week?the grant that finally came through; the
flood in the ladies room. Although the course focuses on the Jungle, it's also about the ebb and flow of any artistic
enterprise. The theater receives an an honorarium from the J School for its contribution, but for artistic director Bain
Boehlke that's not the point. ?We like having students around,? he says. "It keeps us honest."

Style: 50% Discussion, 50% Field Trips.
Grading: 20% final exam, 10% special projects, 40% written homework, 30% class participation.

Exam Format: Final Exam: Part multiple-choice, to show what you've learned over the semester; part essay, to show your
progress as a writer.

Jour 4242 Advertising Portfolio Development
A-F only, 3 credit(s);
Instructor: Johnson, Jennifer M
Description: This course introduces students to advertising creative development and conceptual thinking. Students will
work in teams that include account planners, copywriters, and art directors. They will develop creative strategy briefs and
present ideas based on their strategies. At the end of the term, successful students will be able to apply practical creativity
to advertising ideas and will have a basic understanding of how to put a book together to get a job in advertising.
Style: 30% Lecture, 20% Laboratory. This class is highly interactive. Students must contribute to class creative exercises
and assignments during each meeting.
Grading: A midterm creative review and a final creative review, by advertising professionals, will help determine final
grades. Completion of assignments and level of improvement will also weigh heavily on grade. Student participation is
critical.

Jour 4259 Strategic Communication Case Analysis
A-F only, 3 credit(s);
Instructor: Gore, Daniel Asher
Description: Student may contact the instructor or department for information.

Jour 4259 Strategic Communication Case Analysis
A-F only, 3 credit(s);
Instructor: Kaiser, Kent Luther
Description: Student may contact the instructor or department for information.

Jour 4259 Strategic Communication Case Analysis
A-F only, 3 credit(s);
Instructor: Kucharski, Matthew John
Description: A comprehensive review of current and classic case studies in strategic communications planning and
thinking. Covers a wide range of communications disciplines, scenarios and industries.

Jour 4263 Strategic Communication Campaigns
A-F only, 4 credit(s);
Instructor: Kaiser, Kent Luther
Description: Student may contact the instructor or department for information.

Jour 4263 Strategic Communication Campaigns
A-F only, 4 credit(s);
Instructor: Therken, David Jon
Description: Student may contact the instructor or department for information.

Jour 4263 Strategic Communication Campaigns
A-F only, 4 credit(s);
Instructor: Pounds, James E
Description: Student may contact the instructor or department for information.

Jour 4263 Strategic Communication Campaigns
A-F only, 4 credit(s);
Jour 4263 Strategic Communication Campaigns
A-F only, 4 credit(s);
Instructor: Keiser,Eva Eileen
Description: Student may contact the instructor or department for information.

Jour 4272 Interactive Advertising
A-F only, 3 credit(s);
Instructor: Suzuki,Yoshikazu
Description: Student may contact the instructor or department for information.

Jour 4274W Advertising in Society
A-F only, 3 credit(s);Meets CLE req of Writing Intensive
Instructor: Wackman,Daniel Bruce
Description: Advertising in Society introduces students to a variety of issues regarding ways in which advertising is linked to society. It examines these issues from several perspectives: social, cultural, economic, legal, and ethical. The course differs from professionally-oriented classes which study advertising from the perspective of a professional attempting to develop effective advertising. As a writing intensive course, Advertising in Society helps students learn how to conduct thorough analyses of issues, develop positions on issues, and present coherent and convincing arguments for positions they have taken. We begin the course with a four week section focusing on one issue involving the relationship between advertising and society. The issue chosen illustrates the complex, multifaceted nature of advertising--society issues. The next six weeks focus on the role of advertising in the economic system and the ways in which advertising is regulated to try to insure fair competition and to protect consumers. The last five weeks focus on social criticisms of advertising and the social responsibilities of advertising practitioners.
Style: 35% Lecture, 65% Discussion.
Grading: 24% mid exam, 24% final exam, 43% reports/papers, 6% special projects, 3% class participation.
Exam Format: multiple choice, short answer, and essay

Jour 4302 Electronic Photojournalism
A-F only, 3 credit(s);
Instructor: Zerby,Mike
Description: Jour 4302 is a basic skills course, designed to teach a journalism student the fundamentals of electronic photojournalism as practiced by newsrooms across many forms of media. The course will: 1) create a foundation for understanding the historical, technical, aesthetic and ethical development of journalistic photography. 2) discuss and practice the principles of communication as embodied in the profession of photojournalism, including how to: a) conceptualize and plan photo shoots, photo stories, and essays. b) research story ideas, develop shooting strategies, gain access to subjects. c) structure and present visual narratives in print and on the internet. d) enable a student to acquire some of the camera and computer skills necessary to practice the craft of electronic photojournalism, including some digital darkroom processing. e) involve students in executing photo assignments and experiencing frequent critiques, thus beginning the creation of a portfolio of journalistic photography suitable for job seeking. The content and direction of this course will not presume great prior knowledge or skills. However, students with experience may proceed to more distant horizons. All photographic assignments will all be done with digital equipment. The primary focus will be on achieving access, capturing content and accomplishing journalistic story telling. The course will refer to other reporting competencies such as: technology, press responsibility, cultural sensitivity and ethics.
Style: 30% Lecture, 20% Discussion, 50% Laboratory.
Grading: 10% quizzes, 20% in-class presentation, 10% class participation, 60% problem solving.
Exam Format: performance on problem solving IS exam

Jour 4452 Capstone: Electronic Newscast Producing
A-F only, 3 credit(s);
Instructor: Benson,Dana Richard
Description: Student may contact the instructor or department for information.

Jour 4551 New Media and Culture
A-F only, 3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Technology and Society
Instructor: Thiel-Stern,Shayla
Description: A broad upper-level course about the history, theories and social impact of digital and interactive media on culture. How new media -- including the Internet, mobile devices, and more specific websites, applications and social media -- may change ways we communicate, distribute, and process information in all aspects of our daily lives. This course is part of the School of Journalism and Mass Communication's curriculum and concentrates on material relevant to
that field, but students from a variety of disciplinary perspectives may find it useful and interesting.

Style: 40% Lecture, 15% Film/Video, 30% Discussion, 10% Guest Speakers, 5% Web Based.

Grading: 30% mid exam, 30% final exam, 20% special projects, 10% quizzes, 5% attendance, 5% class participation. Grading changes per semester, depending on the instructor. The above is simply an example of a typical semester.

Jour 4721 Mass Media and U.S. Society
A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Sullivan, Dan
Description: Are the news media doing a good job? How can you tell? Does it matter? Is The Daily Show the best news program on television? Why or why not? Most people seem to have an opinion about all of these questions. Most discussions seem to center on one of four themes: 1) who owns the media and what they care about; 2) media credibility and bias; 3) whether entertainment is replacing or enhancing information; and 4) to what extent is the Internet changing everything about the way the media work. Mass Media and U.S. Society will explore the validity and importance of these themes in terms of what roles can the media play in society, what roles does it play, and how have those roles changed over time. The course will draw on ideas from various social sciences to develop tools for discussing a number of specific issues related to these themes. The class format will be a mix of lecture and discussion. Required reading for the course will center on the one text for the course: The Press. There will be a midterm, a final and 3-4 short writing exercises.
Style: 60% Lecture, 40% Discussion.
Grading: 30% mid exam, 30% final exam, 30% reports/papers, 10% class participation.
Exam Format: short answer and short essay

Jour 4721H Mass Media and U.S. Society
A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Sullivan, Dan
Description: Are the news media doing a good job? How can you tell? Does it matter? Is The Daily Show the best news program on television? Why or why not? Most people seem to have an opinion about all of these questions. Most discussions seem to center on one of four themes: 1) who owns the media and what they care about; 2) whether the news media are becoming more or less credible and/or biased; 3) whether entertainment is replacing or enhancing information in news programming; and 4) how much, if at all, is the Internet changing everything about the way the media work. Mass Media and U.S. Society will explore the validity and importance of these themes in terms of what roles can the media play in society, what roles does it play, and how have those roles changed over time. The course will draw on ideas from various social sciences to develop tools for discussing a number of specific issues related to these themes.
Style: 40% Lecture, 40% Discussion, 20% Small Group Activities.

Jour 4801 Global Communication
A-F only, 3 credit(s);
Instructor: STAFF
Description: This course is designed to critically examine how political, economic, social, technological, and cultural factors affect the structure, processes, and functions of global communication. The course attempts to address some key theoretical and empirical questions, with particular emphasis on news media. A sample of these questions follows: What are the assumptions and realities of global communication? Why has the flow of news and information across national borders become a thorny issue in international relations? What are the structural factors influencing the worldwide production, dissemination, and consumption of cultural products at the national and international levels? What are the historical implications of global communication for national sovereignty and integrity? What role do the mass media play in global conflicts between competing ideologies and politics, such as the growing concern over the clash of civilizations?

Jour 4991 Special Topics in Mass Communication: Context: WAM APP Development: Content and Construction
A-F only, 3 credit(s), max credits 6;
Instructor: LeFevre, Camille Lynn
Description: Student may contact the instructor or department for information.

Jour 4991 Special Topics in Mass Communication: Context: Media in the Marketplace
A-F only, 3 credit(s), max credits 6;
Instructor: Moyer, J. Keith
Description: Student may contact the instructor or department for information.

Jour 4992 Capstone: Field Based Practicum
A-F only, 3 credit(s), max credits 6;
Instructor: Ison, Christopher John
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Doyle, Kenneth Owen
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Sullivan, Dan
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Ison, Christopher John
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Pedelty, Mark Holmes
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Dell’Orto, Giovanna
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Schwartz, Dona
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Tims, Albert R
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Wackman, Daniel Bruce
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Hansen, Kathleen Ann
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Golden, Gayle Celeste
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Kirtley, Jane E
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Eighmey, John
Description: Student may contact the instructor or department for information.
Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Huh,Jisu
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Yzer,Marco
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Johnson, Jennifer M
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Squires, Catherine R
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Sanders, Amy Kristin
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: Thiel-Stern, Shayla
Description: Student may contact the instructor or department for information.

Jour 4993H Honors: Projects
A-F only, 3 credit(s);
Instructor: LaMarre, Heather Lyn
Description: Student may contact the instructor or department for information.

Jour 5155 Capstone: Database Reporting
A-F only, 3 credit(s);
Instructor: Webster, Mary Jo
Description: Student may contact the instructor or department for information.

Jour 5174 Capstone: Magazine Editing and Production
A-F only, 4 credit(s);
Instructor: Larsen, Elizabeth F
Description: Student may contact the instructor or department for information.

Jour 5251 Psychology of Advertising
A-F only, 3 credit(s);
Instructor: Eighmey, John
Description: This course is concerned with psychological concepts and theories, behavioral science research techniques, and research applications that advance understanding of the development and evaluation of advertising. Theories and concepts focusing on attitude content, structure and change are used to critically analyze advertising. The conceptual focus is primarily on the theory of planned behavior, elaboration likelihood and the role of emotions. With 42 students in the class, the classroom approach is a combination of lecture and discussion about the theories, research findings and their specific application to improve critical thinking about advertising. The course is intended for students who have studied advertising and/or behavioral sciences. WebCT is used extensively
Style: 50% Lecture, 50% Discussion.
Grading: 20% final exam, 20% reports/papers, 20% special projects, 40% other evaluation. Two mid-term tests (each 20 percent of grade)
Exam Format: Essay
Jour 5251 Psychology of Advertising
A-F only, 3 credit(s);
Instructor: Ball, Jennifer
Description: Student may contact the instructor or department for information.

Jour 5541 Mass Communication and Public Health
3 credit(s);
Instructor: STAFF
Description: This course is a 'continuation' of the beginning sequence. It will continue the fundamentals of spoken and written Hindi on a more advanced level. The course is based on Van Olphan's textbook. Group activities and audio-visual sessions will be held regularly and will involve extensive student interaction. The course will introduce and establish further the basics of Hindi grammar and syntax. The course includes regular reading and writing assignments that are process-oriented and require students to work together. This course will be taught by R. Prasad.
Style: 25% Lecture, 25% Discussion, 25% Laboratory.
Grading: 25% mid exam, 25% final exam, 10% special projects, 20% quizzes, 10% in-class presentation, 10% class participation.
Exam Format: translations, multiple choice, oral-drills

Jour 5552 Law of Internet Communications
A-F only, 3 credit(s);
Instructor: Sanders, Amy Kristin
Description: Electronic communications in cyberspace raise a variety of legal issues, including whether and how (and which) traditional media and regulatory laws will apply, and how policy principles should be adapted to embrace the challenges of instantaneous and global discourse. The course is conducted as a seminar. Each student is expected to complete all assigned readings prior to the class in which those topics will be discussed, and to participate and discuss the readings during the class session. The purpose of this course is to examine and explore the myriad issues affecting the law of communications on the Internet. Students will develop an understanding of this emerging area of law, will conduct legal research, and write and present a substantial paper on an appropriate topic.

Jour 5606W Literary Aspects of Journalism
A-F only, 3 credit(s); non-jour major or [jour major, course approval in program plan] or [pre-jour, adviser approval] Credit will not be granted if credit has been received for: ENGW 5606; Meets CLE req of Writing Intensive
Instructor: Golden, Gayle Celeste
Description: Journalism is not fiction, of course. Yet the line between what is true and what is fabricated has a complex and intriguing history in literature and in journalism. This writing-intensive course will explore that relationship by close readings and a broad historical lens ? starting with the 18th century journalistic fictions that allowed political commentary and ultimately created the novel and ending with the post-modern literary journalism of the late David Foster Wallace and others. Students will look at the literary devices used by journalists such as Nellie Bly in her first-hand investigations into conditions for the mentally ill in the 19th century or, later, Truman Capote in his novel-length treatment of a family's murder in Kansas. Readings will include works by the pivotal nonfiction writers who defined the so-called New Journalism of the 20th century, such as John Hersey, Joseph Mitchell, Michael Herr, Joan Didion, Tom Wolfe and Hunter S. Thompson, and will trace how those pioneering efforts created the plethora of literary nonfiction forms we see today in reported magazine articles, memoirs, essays and documentary film.
Style: 35% Lecture, 10% Film/Video, 45% Discussion.

Jour 5991 Special Topics in Mass Communication: Context: Negative Message Strategies in Comm Campaigns
A-F only, 3 credit(s), max credits 6;
Instructor: Tims, Albert R
Description: This seminar is designed for advanced undergraduate students, honors students and graduate students interested in exploring theory, research and practice related to the effects and effectiveness of fear appeals, warnings and ?negative? message strategies in the context of political campaigns, social change campaigns, health campaigns, product advertising and public safety. After reviewing a core set of readings, students will have an opportunity to define topics of special interest and lead the seminar discussions by presenting literature reviews, case studies and proposals for future research. Undergraduates may take this seminar for honors credit if they complete the same assignments as graduate students. About the Instructor: Professor Albert Tims studies and teaches in areas related to political and social influence campaigns, theories of influence and quantitative research design and methodology. He has worked on campaigns and campaign-related research of international, national, state and local scope in collaboration with government agencies, corporations, nonprofits, advertising agencies and public relations firms.
Style: 25% Lecture, 50% Discussion, 25% Student Presentation. Monday, 2:30 - 5:00 Murphy Hall, Room 15
Grading: 50% reports/papers, 15% written homework, 20% in-class presentation, 15% class participation.

Jour 5993 Directed Study
Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Doyle, Kenneth Owen
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Sullivan, Dan
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Ison, Christopher John
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Pedelty, Mark Holmes
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Dell'Orto, Giovanna
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Schwartz, Dona
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Tims, Albert R
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Wackman, Daniel Bruce
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Hansen, Kathleen Ann
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Therkelsen, David Jon
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Golden, Gayle Celeste
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Kirtley, Jane E
Description: Student may contact the instructor or department for information.
Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Eighmey, John
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Huh, Jisu
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Yzer, Marco
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Squires, Catherine R
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Sanders, Amy Kristin
Description: Student may contact the instructor or department for information.

Jour 5993 Directed Study
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Thiel-Stern, Shayla
Description: Student may contact the instructor or department for information.

Jour 8202 Generation and Selection of Communication Strategies
A-F only, 3 credit(s);
Instructor: Wehrenberg, Steven James
Description: Student may contact the instructor or department for information.

Jour 8205 Cases in Strategic Communication
A-F only, 3 credit(s);
Instructor: Wood, Michelle Leigh Maronn
Description: Student may contact the instructor or department for information.

Jour 8501 Seminar: The Process of Quantitative Mass Communication Research
A-F only, 3 credit(s);
Instructor: Wackman, Daniel Bruce
Description: Student may contact the instructor or department for information.

Jour 8620 Seminar: Advertising Research
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Huh, Jisu
Description: Student may contact the instructor or department for information.

Jour 8678 Seminar: Constitutional Law--Theories of Freedom of Expression
A-F only, 3 credit(s); 5777 or instr consent or law student
Credit will not be granted if credit has been received for: LAW 6059;
Instructor: Kirtley, Jane E
Description: This course will survey the evolution of First Amendment law as it affects the legal rights and privileges of the print and electronic media. Topics will include prior restraints, libel, privacy, reporters' privilege, access to courts (including free press/fair trial), commercial speech, and obscenity/indecency. The course will examine the statutory and common law rights of access to information, and will consider the constitutional implications of government regulation of media content, including the new media. We will read court opinions as well as seminal scholarly articles on the historical origins and philosophical foundations of freedom of press and speech, and review doctrinal themes.
Style: 5% Lecture, 10% Film/Video, 40% Discussion, 35% Student Presentation, 10% Guest Speakers. This is a seminar, so thorough preparation and enthusiastic participation in discussions is required. Each student prepares and orally presents one “unit” of the course.

Grading: 50% reports/papers, 30% in-class presentation, 20% class participation. Attendance is required. More than one unexcused absence will lower the student's class participation grade. Due dates for assignments are strictly enforced.

Jour 8721 Seminar: Communication Agencies as Social Institutions
A-F only, 3 credit(s);
Instructor: Sullivan, Dan
Description: Social Institutions are those organizations, structures and mechanisms that help establish social order and enable a society to evolve and grow. That is, they serve as elements of the infrastructure that enable individuals to come together to form a coherent, functioning society. One key element of that infrastructure is a society's information and communication system. Historically, public meetings, churches and families [and, in some cases, schools] have played key roles. Mass media organizations are a relatively recent addition to this system. The current period in history is often referred to as the Information Age; changes in technology have made information and communication both more central and more important in our lives and, in turn, may have increased the influence that media organizations have on society. This course considers various theoretical approaches for 1) examining the organizations through which mass communication occurs and how these organizations function as social institutions in the United States (i.e., as key elements of this country's information and communication system), 2) for understanding the relationship of these organizations to society and 3) for evaluating their performance. More specifically, the course will examine: 1. What should media organizations do for a society? 2. What can they do? 3. What have they done? 4. What can society do to change current performance? This examination begins with a consideration of alternative theories of democracy and the implications for what citizens need from the media. It then draws on the insights of sociology, political science and economics, in addition to those of mass communication, to build an overall framework that includes four key elements: 1. Models of the characteristics and behavior of media organizations (focusing the media as commercial enterprises), 2. How best to frame the changes in the media environment, including advances in technology (especially the role of the Internet and related technologies in changing the role of media organizations in society) and increases in the diversity of American communities, 3. An understanding of the various dimensions of access to media and the development of principles for evaluating various outcomes, and 4. Theories related to the influence/effect that media content has on individuals (e.g., framing and agenda-setting, third-person effects and two-step theory, and the behavior of audiences). This course will then use this framework to look in depth at a range of specific issues that reflect the specific interests of those in the class.

Jour 8990 Special Problems in Mass Communications
A-F only, 3-4 credit(s), max credits 12, 4 completions allowed;
Instructor: Thiel-Stern, Shayla
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Doyle, Kenneth Owen
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Sullivan, Dan
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Ison, Christopher John
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Pedelty, Mark Holmes
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Dell'Orto, Giovanna
Description: Student may contact the instructor or department for information.
Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Schwartz, Dona
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Tims, Albert R
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Wackman, Daniel Bruce
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Hansen, Kathleen Ann
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Golden, Gayle Celeste
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Kirtley, Jane E
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Eighmey, John
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Huh, Jisu
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Yzer, Marco
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Squires, Catherine R
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Sanders, Amy Kristin
Description: Student may contact the instructor or department for information.

Jour 8993 Directed Study
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Thiel-Stern, Shayla
Description: Student may contact the instructor or department for information.
Kin 1050 Beginning Military Physical Fitness Training  
A-F only, 1 credit(s), max credits 4, 4 completions allowed;  
**Instructor:** Ruedebusch, Mitchell Adam  
**Description:** The Army's model of physical fitness training is used to address five aspects of fitness in the context of running, weight training, strength exercise, circuit training, and team sport activities. Students are organized into groups of similar fitness levels.

Kin 1871 Survey of Kinesiology, Recreation, and Sport  
A-F only, 3 credit(s);  
**Instructor:** Bhalla PhD, Jennifer Anita  
**Description:** Professional practice and disciplinary dimensions of kinesiology, recreation, and sport. Subdisciplines, relevant issues, practical applications.

Kin 3001 Lifetime Health and Wellness  
A-F only, 3 credit(s); Meets CLE req of Social Sciences  
**Instructor:** Ingraham PhD, Stacy Jean  
**Description:** This class addresses current health and wellness issues at the individual, local and global levels. The components of wellness involve; physical, social, emotional, intellectual, spiritual, environmental and financial health. The goal of the class is to develop strategies that improve quality of life throughout life expectancy. This is an interactive class through lecture. The target audience for this class is students desiring a healthy and productive life.  
**Style:** 80% Lecture, 15% Discussion.  
**Grading:** 14% mid exam, 14% final exam, 29% reports/papers, 3% quizzes, 23% written homework, 10% reflection paper, 7% in-class presentation.  
**Exam Format:** Multiple choice / T-F

Kin 3001 Lifetime Health and Wellness  
A-F only, 3 credit(s); Meets CLE req of Social Sciences  
**Instructor:** Statt, Eric H  
**Description:** Overview of health and wellness, including physical, emotional, intellectual, spiritual, social, environmental, and financial health. Societal changes and the influences of these changes on the general health and wellness of diverse populations.

Kin 3001 Lifetime Health and Wellness  
A-F only, 3 credit(s); Meets CLE req of Social Sciences  
**Instructor:** Wilson, Patrick Benjamin  
**Description:** Overview of health/wellness. Physical, emotional, intellectual, spiritual, social, environmental, and financial health. Influence of societal changes on general health/wellness of diverse populations.

Kin 3027 Human Anatomy for Kinesiology Students  
A-F only, 3 credit(s);  
**Instructor:** Biltz MD, George R  
**Description:** Introduction to human anatomy. Emphasizes musculoskeletal anatomy germane to athletic training, biomechanics, exercise physiology, motor learning/development.

Kin 3050 Advanced Military Physical Fitness Training  
A-F only, 1 credit(s), max credits 4, 4 completions allowed;  
**Instructor:** Ruedebusch, Mitchell Adam  
**Description:** The Army's model of physical fitness training is used to address five aspects of fitness in the context of running, weight training, strength exercise, circuit training, and team sport activities. Students are organized into groups of similar fitness levels.

Kin 3112 Introduction to Biomechanics  
A-F only, 4 credit(s);  
**Instructor:** STAFF  
**Description:** Mechanical principles governing human motion. Human bone, muscle, neurophysiology. Measurements of human performance. Clinical/applied sport biomechanics. Lab introduces technology for assessing human motor function, such as electromyography or force sensors.
Kin 3114 Prevention and Care of Athletic Injuries  
A-F only, 3 credit(s);  
Instructor: Beatty-Kollasch, Ronni Kaye  

Kin 3126W Sport and Exercise Psychology  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Steele, Reed Henderson  
Description: Sport and exercise psychology encompasses the thoughts, feelings, and behaviors of people in physical activity contexts. A foundations approach to theory and research in sport and exercise psychology is adopted in the course. Course Objectives: 1. Introduce you to the field of sport and exercise psychology by providing a broad overview of the major areas of the discipline. 2. Increase your understanding of how psychological factors influence participation and performance in sport and exercise settings. 3. Increase your understanding of how sport and exercise participation influences the psychological factors of the participant. 4. Understand how to examine a topic from a psychological perspective. 5. Develop critical writing and thinking skills by practicing different types of writing, learning to clearly articulate ideas, giving and receiving constructive writing feedback, and integrating research, course material, and practice verbally and on paper.  
Style: 50% Lecture, 30% Discussion, 20% Small Group Activities.  
Grading: 20% mid exam, 20% final exam, 45% reports/papers, 5% attendance, 5% in-class presentation, 5% class participation.

Kin 3131W History and Philosophy of Sport  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Phillips, Alison C  
Description: The first half of this course covers the history of sport and physical activity in an effort to understand the field of kinesiology in context. Students will learn how past events and issues influence present-day beliefs and practices. The second half of the course will cover philosophical approaches to the study and practice of physical activity. Students will learn how adopting a philosophy of physical activity influences their thoughts, emotions, and behaviors about issues, their career choices in kinesiology, and their physical activity lifestyle and health behaviors. Extensive connections will be made between historical events and philosophical issues with current events and real-life dilemmas as they occur in sport and physical activity contexts.

Kin 3132 Introduction to Motor Development Across the Lifespan  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description: Developmental aspects of human movement behavior/learning. Life span change of motor skills.

Kin 3135 Introduction to Motor Learning and Control  
A-F only, 3 credit(s);  
Instructor: Wade PhD, Michael G  
Description: This course reviews the elements that account for how we coordinate and control the range of human motor skills that represent both our phylogenetic and ontogenetic development. The course reviews both the theoretical ideas and the functional ways in which humans acquire motor skills and the variables that can both enhance and constrain the learning of motor skills. The content includes both lecture and laboratory experiences.

Kin 3135 Introduction to Motor Learning and Control  
A-F only, 3 credit(s);  
Instructor: Mayo, Anthony Maurice  
Description: This course reviews the elements that account for how we coordinate and control the range of human motor skills that represent both our phylogenetic and ontogenetic development. The course reviews both the theoretical ideas and the functional ways in which humans acquire motor skills and the variables that can both enhance and constrain the learning of motor skills. The content includes both lecture and laboratory experiences.

Kin 3136 Mental Skills Training for Sport  
A-F only, 3 credit(s);  
Instructor: Hamilton, Maya Gudrun Baltina  
Description: Student may contact the instructor or department for information.

Kin 3143 Organization and Administration of Sport  
A-F only, 3 credit(s);  
Instructor: STAFF
**Kin 3168 Soccer Coaching Theory and Skill Development**
A-F only, 2 credit(s);  
Instructor: Pugh, Gavin Alan  
**Description:** Coaching theory and skill development necessary to coach soccer.

**Kin 3169 Volleyball Coaching Theory and Skill Development**
A-F only, 2 credit(s);  
Instructor: Chung, Vinh Khai  
**Description:** Coaching theory and skill development necessary to coach volleyball.

**Kin 3173 Football Coaching Theory and Skill Development**
A-F only, 2 credit(s);  
Instructor: Peterson, Gregory Jon  
**Description:** Coaching theory and skill development necessary to coach football.

**Kin 3178 Tennis Coaching Theory and Skill Development**
A-F only, 2 credit(s);  
Instructor: Sanny, John H  
**Description:** Coaching theory and skill development necessary to coach tennis. This is not a Beginning Tennis course. Students should have a basic understanding and skill level in the sport of tennis, although it is not required. Instruction will center on the student as a prospective coach, and then subsequently how to coach a group of players, and also help an individual player learn to play tennis regardless of their own skill level. Coaching skills to teach players how to play, then how to perform will be emphasized, along with theories on leadership, group development, conflict management etc. To be clear, U of M Students HAVE learned how to play tennis in this course, and our U classes spend as much time on the outdoor courts as weather allows. But the learning takes place largely from the perspective of a coach to a team or individual, hence a "Tennis Coaching Theory & Skill Development" course. Proper tennis court shoes and a tennis racquet are mandatory. Students wearing anything other than proper court shoes will NOT be allowed on the courts at any time. Inst Sanny  
**Style:** 20% Lecture, 80% Laboratory. Before courts are ready for use, we will be in the classroom for lecture and videos about tennis and/or coaching. On-court time will be short lecture, then practicing skills.  
**Grading:** 7% mid exam, 17% final exam, 46% reports/papers, 15% in-class presentation, 15% laboratory evaluation.  
Attendance is mandatory. 5 points deducted from your total for each absence after one allowed skip. The laboratory 15% is an on-court skills exam. The 15% in-class participation is credit toward attendance.  
**Exam Format:** T/F - Multiple choice - fill in blank.

**Kin 3327 Teaching Physical Education in the Elementary School**
A-F only, 2 credit(s);  
Instructor: Mooers, Nancy Eileen Ro  
**Description:** This course is designed for the elementary (K-8) classroom teacher. The course is activity based and designed to give the classroom teacher the ability to engage their students in age appropriate, energizing activities. Both the classroom and the gymnasium will be used for instruction and micro-teaching. Physical education classes in the gymnasium will be active while experiencing current curriculum and methodology. Emphasis will focus on the importance of regular and active physical education to the total school curriculum, with the inclusion of the health, social, and emotional benefits for the child. Elements of an effective quality physical education program will be included, such as, knowledge about the growing child, management skills, curriculum, lesson plan design, lesson presentation, communication, and age appropriate activities. Techniques to enhance communication, collaboration and integration between the physical education teacher and the classroom teacher, meeting special needs, and community involvement are also regularly addressed.  
**Style:** 25% Lecture, 15% Discussion. Teacher modeling with student participation and student micro-teaching  
**Grading:** 40% reports/papers, 15% special projects, 20% in-class presentation, 25% class participation.  
**Exam Format:** No exams, performance assessment only.

**Kin 3385 Human Physiology**
A-F only, 4 credit(s);
Instructor: Biltz MD, George R
Description: Functional/integrative approach organized by level of description, from molecular genetics to dynamic movement/clinical conditions. Cellular mechanisms for major physiological functions. Exercise, fitness, health, growth.

Kin 3696 Supervised Practical Experience
S-N only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Vollum, Matt
Description: On-the-job supervised practical experience in the fields of sport and exercise under a specialist in a particular area of study or emphasis.

Kin 3696 Supervised Practical Experience
S-N only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Ingraham PhD, Stacy Jean
Description: On-the-job supervised practical experience in the fields of sport and exercise under a specialist in a particular area of study or emphasis.

Kin 3696 Supervised Practical Experience
S-N only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Stirling, Susan D
Description: Student may contact the instructor or department for information.

Kin 3696 Supervised Practical Experience
S-N only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Bhalla PhD, Jennifer Anita
Description: On-the-job supervised practical experience in the fields of sport and exercise under a specialist in a particular area of study or emphasis.

Kin 3696 Supervised Practical Experience
S-N only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Richardson PhD, Tiffany
Description: On-the-job supervised practical experience in the fields of sport and exercise under a specialist in a particular area of study or emphasis.

Kin 3981 Research Methods in Kinesiology
A-F only, 3 credit(s);
Instructor: Bonikowske, Amanda Rachelle
Description: Student may contact the instructor or department for information.

Kin 3981 Research Methods in Kinesiology
A-F only, 3 credit(s);
Instructor: Galvan, Jessica A
Description: Introduction to philosophy of measurement/evaluation in physical education, exercise science, sport, and leisure. Test/assessment selection, construction, evaluation, and administration. Interpretation of scores.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Biltz MD, George R
Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Rodgerson PhD, Richard W
Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Buysse PhD, Jo Ann
Description: Student-selected clinical or research experience. Students enrolled in the sport management program cannot use directed readings for any practicum experience.
Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Lewis PhD,Beth Ann
Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Vollum,Matt
Description: Students work with faculty and graduate students on research or scholarly/creative activities. Students usually assist with faculty scholarship or carry out projects of their own under faculty supervision.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: LaVoi PhD,Nicole Marie
Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Ingraham PhD,Stacy Jean
Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Allison JD,Rayla
Description: Student-selected clinical or research experience. Students enrolled in the sport management program cannot use directed readings for any practicum experience.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Leon MD,Arthur S
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Kane PhD,Mary Jo
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Wade PhD,Michael G
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Wiese-Bjornstal PhD,Diane M.
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Konczak PhD,Juergen
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Hoffman,Brandi L
Description: Student-selected clinical or research experience
Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Snyder PhD, Eric Michael
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Stoffregen PhD, Thomas
Description: For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Ross PhD, Stephen
Description: Student-selected clinical or research experience. Students enrolled in the sport management program cannot use directed readings for any practicum experience.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Student-selected clinical or research experience. Students enrolled in the sport management program cannot use directed readings for any practicum experience.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Bhalla PhD, Jennifer Anita
Description: Students work with faculty and graduate students on research or scholarly/creative activities. Students usually assist with faculty scholarship or carry out projects of their own under faculty supervision.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Weiss PhD, Maureen
Description: Student-selected clinical or research experience

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Richardson PhD, Tiffany
Description: Students work with faculty and graduate students on research or scholarly/creative activities. Students usually assist with faculty scholarship or carry out projects of their own under faculty supervision.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Ji PhD, Li Li
Description: Student may contact the instructor or department for information.

Kin 3993 Directed Study in Kinesiology
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: Gao PhD, Zan
Description: Student may contact the instructor or department for information.

Kin 3993H Directed Study in Kinesiology: Honors
A-F only, 1-10 credit(s), max credits 10, 10 completions allowed;
Instructor: STAFF
Description: Student selected clinical or research experience.

Kin 4001H Honors Seminar in Kinesiology
A-F only, 3 credit(s), max credits 6;
Instructor: Bhalla PhD, Jennifer Anita
Description: Contemporary issues in kinesiological research. Laboratory rotations, development of UROP project proposal, development of senior thesis topic, advanced study, career opportunities in Kinesiology, special learning opportunities.

**Kin 4385 Exercise Physiology**
A-F only, 4 credit(s);
Instructor: STAFF
Description: Effects of exercise on physiological systems of human body. Energy/nutritional requirements of exercise, exercise prescription, athletic conditioning, ergo-genic aids, exercise in environmental extremes, gender/heritability factors related to adaptation to training

**Kin 4385 Exercise Physiology**
A-F only, 4 credit(s);
Instructor: Dengel PhD, 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 science 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 4441 Movement Neuroscience**
A-F only, 3 credit(s), max credits 6;
Instructor: Elangovan, Naveen
Description: Neural basis of human motor function. Neuroanatomy and neurophysiology of motor control and learning. Seminar for students in kinesiology, neuroscience, physical therapy, physiology, psychology, bioengineering, and human movement science.

**Kin 4520 Current Topics in Kinesiology: Atypical Motor Development**
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Wade PhD, Michael G
Description: This course will offer in depth study of selected populations of individuals who exhibit deficits in their motor abilities as a function of disease, trauma, or atypical behavior. Students enrolled in the UG sub-plan `clinical movement science` (CMS) will be afforded an opportunity to study the theoretical paradigms and the related empirical research that focuses on both the consequences of the atypical diagnosis and current thinking with respect to therapeutic and educational intervention.

**Kin 4520 Current Topics in Kinesiology: Speed, Agility & Reaction: Training Theory & App**
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Mayer, Adam Micheal
Description: This course has been designed to provide the student with the knowledge and tools to effectively coach and develop athletic speed, agility and reaction. Students will comprehend the basic, underlying components of speed, agility and reaction. The student will able to apply those concepts within the confines of their self-selected sport.

**Kin 4520 Current Topics in Kinesiology: Atypical Motor Development**
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Bayley, Beth
Description: This course will offer in depth study of selected populations of individuals who exhibit deficits in their motor abilities as a function of disease, trauma, or atypical behavior. Students enrolled in the UG sub-plan `clinical movement science` (CMS) will be afforded an opportunity to study the theoretical paradigms and the related empirical research that focuses on both the consequences of the atypical diagnosis and current thinking with respect to therapeutic and educational intervention.

**Kin 4641 Training and Conditioning for Sport**
A-F only, 3 credit(s);
Instructor: Rhodes, Greg
Description: Physiology/methodology of training/conditioning athletes. Students construct training/conditioning programs for athletes. Different components that enhance training adaptation.
Kin 4697 Student Coaching and Seminar  
S-N only, 3 credit(s);  
Instructor: Ingraham PhD, Stacy Jean  
Description: Practicum with coinciding seminars.

Kin 4741 Strength and Power Development and Program Design  
A-F only, 3 credit(s);  
Instructor: Fitzgerald, John S  
Description: How to scientifically design resistance training programs and modify them for special populations (athletes, children, seniors, etc.). How exercise prescription design works in applied field.

Kin 4981 Understanding Kinesiology Research  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description: Prepares students to critically analyze research specific to Kinesiology.

Kin 5103 Developmental/Adapted Physical Education  
A-F only, 3 credit(s);  
Instructor: Healy MA, Kathleen Dalton  
Description: Introduction to physical education for students with disabilities, emphasizing conceptual, organizational, and administrative issues. Topics include historical and legal foundations, service components, individualized education plans, professional roles, and assessment of movement skills.

Kin 5111 Sports Facilities  
A-F only, 3 credit(s);  
Instructor: Turman PhD, James C  
Description: An overview of sports facilities including the planning, development, design, construction, and management of such facilities with emphasis on major indoor multipurpose facilities for recreational sports, physical education, and intercollegiate athletics on the college campus and an introduction to public/private arenas and stadiums. Other topic areas may include funding and financing, operations management, marketing, advertising, public relations, and risk management.  
Style: 35% Lecture, 20% Discussion, 15% Small Group Activities, 10% Student Presentation, 15% Field Trips, 5% Guest Speakers.  
Grading: 17% final exam, 35% reports/papers, 25% special projects, 5% quizzes, 13% written homework, 5% attendance.  
Note: attendance also includes in-class presentation and participation.  
Exam Format: multiple choice, fill-in, matching, and essay

Kin 5122 Applied Exercise Physiology  
A-F only, 3 credit(s);  
Instructor: Snyder PhD, Eric Michael  
Description: Student may contact the instructor or department for information.

Kin 5123 Motivational Interventions in Physical Activity  
A-F only, 3 credit(s);  
Instructor: Lewis PhD, Beth Ann  
Description: Psychological principles related to physical activity (PA). Delivery of motivational interventions for physical activity. Motivational PA interventions. Two papers, one presentation, two exams.

Kin 5136 Psychology of Coaching  
3 credit(s);  
Instructor: LaVoi PhD, Nicole Marie  
Description: The course is broken down into two components. The first component focuses on helping coaches (and other sport practitioners) develop skills in creating a climate where optimal development, optimal performance and optimal experience occur simultaneously across all competitive levels. Topics covered in this component include coaching philosophy, leadership, communication skills, motivation, and team building. The second component introduces psychological skills training (PST) and ways in which coaches can implement PST in their programs for performance enhancement. This is an applied course. Kin 3126 is strongly recommended as a pre-requisite. This course is invaluable and highly recommended for students in the coaching minor, and for UG and Graduate students who are currently coaching or intend to coach. Individuals in the Armed Forces also find this course relevant to leadership and aspects of optimal performance. Experienced coaches (i.e., coaches with some or many years of coaching) find the course insightful and transformative. This course is relevant for anyone who manages, motivates, and tries to help individuals attain optimal
performance in any context—not just sports.

**Style:** 50% Lecture, 5% Film/Video, 15% Discussion, 5% Laboratory, 10% Small Group Activities, 5% Student Presentation, 5% Guest Speakers, 5% Web Based. The course is taught using blended learning and different teaching pedagogies aimed at actively engaging students.

**Grading:** 15% final exam, 20% reports/papers, 50% reflection paper, 5% in-class presentation, 10% class participation.

**Exam Format:** short answer, case study, essay

---

**Kin 5142 Applied Sport Nutrition for Athletic Performance**

3 credit(s);

**Instructor:** Ingraham PhD, Stacy Jean

**Description:** This course investigates the current trends in athletic performance related to sports nutrition. The course provides an opportunity to evaluate current supplementation in the athletic arena. The student will develop an understanding of evidence based recommendations in sport nutrition.

**Style:** 65% Lecture, 10% Discussion, 10% Small Group Activities, 15% Student Presentation.

**Grading:** 30% final exam, 31% reports/papers, 23% special projects, 5% attendance, 11% in-class presentation.

**Exam Format:** essay

---

**Kin 5152 Curriculum Development in Physical Education**

A-F only, 2 credit(s);

**Instructor:** STAFF

**Description:** Trends, issues, and challenges in early childhood/K-12 physical education. Potential effect on curriculum.

---

**Kin 5196 Practicum: Developmental/Adapted Physical Education**

S-N only, 1-4 credit(s), max credits 4, 4 completions allowed;

**Instructor:** Braun MA, Jessica

**Description:** Observation of, participation in physical education instruction for students with disabilities. Current issues in developmental/adapted physical education. Exchange of ideas/problems.

---

**Kin 5203 Health Media, Consumerism, and Communication**

A-F only, 2 credit(s);

**Instructor:** Johnson, Bonnie Ruth Young

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

---

**Kin 5371 Sport and Society**

A-F only, 3 credit(s);

**Instructor:** Kane PhD, Mary Jo

**Description:** The purpose of this course is to introduce students to social theories, research findings and principles in the field of Sport Sociology in order to analyze and understand the significance of sport in American society. Students will explore how one of the most powerful political, social and economic institutions in this country—sport—relates to broader cultural issues such as commercialization, gender equity, diversity and violence.

---

**Kin 5375 Competitive Sport for Children and Youth**

3 credit(s);

**Instructor:** Wiese-Bjornstal PhD, Diane M.

**Description:** A number of cognitive, behavioral, and physical developmental factors having important implications for organized sport participants from early childhood through high school age are examined in this course. Such factors typically include the historical, philosophical, psychological, social, managerial, medical and physiological dimensions of youth sport participation, as well as related current issues in sport for children and youth. Emphasis is placed both on gaining knowledge about sport science research on young athletes and discussion about current issues surrounding children and youth in sport. Students are expected to demonstrate their ability to apply this knowledge toward improving the climate of sport for children and youth via their current or future work as youth sport professionals. Target audiences include applied kinesiology professionals such as current and prospective youth sport coaches and program administrators, physical education teachers, recreation leaders, early childhood and parent educators, and youth development specialists. Pedagogical techniques include lecture, discussion, video, guest speakers, and peer presentations.

**Style:** 40% Lecture, 10% Film/Video, 10% Discussion, 10% Small Group Activities, 20% Student Presentation, 10% Guest Speakers.

**Grading:** 25% reports/papers, 30% special projects, 10% attendance, 10% journal, 10% reflection paper, 15% in-class presentation.

---

**Kin 5385 Exercise for Disease Prevention and Management**

A-F only, 3 credit(s);
Instructor: Leon MD, Arthur S  
**Description:** Exercise testing and prescription with modifications required because of special considerations associated with aging, gender differences, environmental conditions, and the presence of medical conditions.  
**Style:** 90% Lecture, 5% Discussion, 5% Laboratory.  
**Grading:** 40% mid exam, 40% final exam, 20% reports/papers.

**Kin 5421 Sport Finance**  
A-F only, 3 credit(s);  
**Instructor:** Ross PhD, Stephen  
**Description:** In recent years, traditional sources of revenue ? tax support, media revenues and gate receipts ? have declined while costs have escalated. Increased demand for state-of-the-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.

**Kin 5485 Advanced Electrocardiogram Interpretation**  
A-F only, 3 credit(s);  
**Instructor:** Nelson, Brittney J  
**Description:** Introduction to electrocardiogram. Placement/interpretation, use in clinical exercise testing and exercise prescription. Hands-on experience in electrocardiogram for exercise testing.

**Kin 5601 Sport Management Ethics and Policy**  
A-F only, 3 credit(s);  
**Instructor:** STAFF  
**Description:** How to critically analyze ethical concepts that underpin or inform sport policies and evaluate sport policies from a normative point of view. Selected sport policy issues are used to illustrate relevance of ethical considerations in policy development and to explore the ethical implications of sport policy.

**Kin 5641 Scientific Theory and Application of Training and Conditioning in Sport**  
A-F only, 3 credit(s);  
**Instructor:** Fitzgerald, John S  
**Description:** Student may contact the instructor or department for information.

**Kin 5696 Practicum in Kinesiology**  
S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;  
**Instructor:** STAFF  
**Description:** Practical experience in kinesiology under supervision of a University faculty member and an agency supervisor.

**Kin 5720 Special Topics in Kinesiology: Sports Performance Psychology**  
3 credit(s), max credits 8, 8 completions allowed;  
**Instructor:** Bhalla PhD, Jennifer Anita  
**Description:** Student may contact the instructor or department for information.

**Kin 5720 Special Topics in Kinesiology: Cellular and Molecular Exercise Physiology**  
3 credit(s), max credits 8, 8 completions allowed;  
**Instructor:** Ji PhD, Li Li  
**Description:** Student may contact the instructor or department for information.

**Kin 5725 Organization and Management of Physical Education and Sport**  
A-F only, 3 credit(s);  
**Instructor:** Schull, Vicki Denise  
**Description:** Student may contact the instructor or department for information.

**Kin 5801 Legal Aspects of Sport and Recreation**  
A-F only, 4 credit(s);  
**Instructor:** Loher JD, Vickie Lynn  
**Description:** Legal issues related to recreation, park, and sport programs/facilities with public/private sectors.
Kin 5804 National Collegiate Athletic Association (NCAA) Compliance
A-F only, 2 credit(s);
Instructor: Schemmel, Justin
Description: Overview of NCAA Governance structure, rules and regulations in intercollegiate athletics. Appropriate for those pursuing a career in college athletics as coach, administrator, athletic trainer, counselor, etc. or for those simply interested in learning NCAA compliance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Rodgerson PhD, Richard W
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Buysse PhD, Jo Ann
Description: Readings on Globalization theory, Italian language and culture. This course is offered as a preparation for the May Session Global Sport course in Italy. Only students who are taking the May Session Learning Abroad course may sign up for this readings course.
Style: 20% Lecture, 60% Discussion, 20% Small Group Activities. meeting once a week for 75 minutes

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Lewis PhD, Beth Ann
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Vollum, Matt
Description: Student may contact the instructor or department for information.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: LaVoi PhD, Nicole Marie
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Ingraham PhD, Stacy Jean
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Allison JD, Rayla
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Leon MD, Arthur S
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kane PhD, Mary Jo
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Wade PhD, Michael G
Description: Independent study under tutorial guidance.
Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Wiese-Bjornstal PhD,Diane M.
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Konczak PhD,Juergen
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Dengel PhD,Donald Robert
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Snyder PhD,Eric Michael
Description: Student may contact the instructor or department for information.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Stoffregen PhD,Thomas
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Ross PhD,Stephen
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kihl PhD,Lisa A
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Bhalla PhD,Jennifer Anita
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Weiss PhD,Maureen
Description: Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Ji PhD,Li Li
Description: Student may contact the instructor or department for information.

Kin 5992 Readings in Kinesiology
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Gao PhD,Zan
Description: Student may contact the instructor or department for information.

Kin 5995 Research Problems in Applied Kinesiology
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Selected topics in physical activity and human performance.
Kin 6201 Clinical Experience I: Health Education
A-F only, 1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Sylvestor, Shirleen Kay
Description: Student may contact the instructor or department for information.

Kin 6202 Clinical Experience II: Health Education
A-F only, 2-6 credit(s), max credits 6, 3 completions allowed;
Instructor: Johnson, Bonnie Ruth Young
Description: Student may contact the instructor or department for information.

Kin 6597 Clinical Experience II: Physical Education
A-F only, 1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Vollum, Matt
Description: Half-day supervised teaching in urban or suburban elementary, middle, or high school physical education setting.

Kin 6598 Clinical Experience III: Physical Education
A-F only, 2-6 credit(s), max credits 6, 3 completions allowed;
Instructor: Vollum, Matt
Description: Full-day supervised teaching in urban or suburban elementary, middle, or high school physical education setting.

Kin 8696 Internship: Applied Sport Psychology
S-N only, 3-6 credit(s), max credits 6;
Instructor: Wiese-Bjornstal PhD, Diane M.
Description: Supervised internship; emphasis on educational sport psychology approaches to athletic performance enhancement and psychological adjustment to sport injury.

Kin 8980 Graduate Research Seminar in Kinesiology
S-N only, 1 credit(s), max credits 9, 9 completions allowed;
Instructor: Kane PhD, Mary Jo
Description: Student may contact the instructor or department for information.

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Buysse PhD, Jo Ann
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Lewis PhD, Beth Ann
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: LaVoi PhD, Nicole Marie
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Ingraham PhD, Stacy Jean
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Leon MD, Arthur S
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kane PhD, Mary Jo
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Wade PhD, Michael G
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Wiese-Bjornstal PhD, Diane M.
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Konczak PhD, Juergen
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Dengel PhD, Donald Robert
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Snyder PhD, Eric Michael
Description: Student may contact the instructor or department for information.

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Stoffregen PhD, Thomas
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Ross PhD, Stephen
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Bhalla PhD, Jennifer Anita
Description: Individual scholarly research.

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Weiss PhD, Maureen
Description: Research Problems in Kinesiology

Kin 8995 Research Problems in Kinesiology
S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Ji PhD, Li Li
Description: Student may contact the instructor or department for information.
Korean  220 Folwell Hall

Kor 1012 Beginning Korean
5 credit(s); Credit will not be granted if credit has been received for: KOR 4002;
Instructor: Cho, Hangtae
Description: This course is designed to assist students to develop mid-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. Kor 1012 is designed for students who have already mastered the materials covered in Kor 1011. This course will focus on grammatical patterns, such as sentence structures, some simple grammatical points, and some survival level use of the Korean language. Additionally, speaking, reading, writing, and listening comprehension will all be emphasized, with special attention to oral speech. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, @ #319 Nolte Hall, MN English Center.
Style: lectures, listening lab, speaking assignments
Grading: short quizzes and final exams, assignments, and class performance
Exam Format: both written and oral

Kor 3022 Intermediate Korean
5 credit(s); Credit will not be granted if credit has been received for: KOR 4004;
Instructor: Kim, Sugyung
Description: This course is designed to assist students to develop mid-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. Kor 1012 is designed for students who have already mastered the materials covered in Kor 1011. This course will focus on grammatical patterns, such as sentence structures, some simple grammatical points, and some survival level use of the Korean language. Additionally, speaking, reading, writing, and listening comprehension will all be emphasized, with special attention to oral speech. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, @ #319 Nolte Hall, MN English Center.
Style: lectures, listening lab, speaking assignments
Grading: short quizzes and final exams, assignments, and class performance
Exam Format: both written and oral

Kor 3032 Third Year Korean
4 credit(s); Credit will not be granted if credit has been received for: KOR 4006;
Instructor: Ryu, Saena
Description: This course is designed to assist students to develop mid-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. Kor 1012 is designed for students who have already mastered the materials covered in Kor 1011. This course will focus on grammatical patterns, such as sentence structures, some simple grammatical points, and some survival level use of the Korean language. Additionally, speaking, reading, writing, and listening comprehension will all be emphasized, with special attention to oral speech. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, @ #319 Nolte Hall, MN English Center.
Style: lectures, listening lab, speaking assignments
Grading: short quizzes and final exams, assignments, and class performance
Exam Format: both written and oral

Kor 3290 Korean Language Teaching Tutorial
S-N only, 1 credit(s), max credits 2;
Instructor: Cho, Hangtae
Description: This course is designed to assist students to develop mid-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. Kor 1012 is designed for students who have already mastered the materials covered in Kor 1011. This course will focus on grammatical patterns, such as sentence structures, some simple grammatical points, and some survival level use of the Korean language. Additionally, speaking, reading, writing, and listening comprehension will all be emphasized, with special attention to oral speech. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, @ #319 Nolte Hall, MN English Center.
Style: lectures, listening lab, speaking assignments
Grading: short quizzes and final exams, assignments, and class performance
Exam Format: both written and oral

Kor 3993 Directed Studies
1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Cho, Hangtae
Description: This course is designed to assist students to develop mid-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. Kor 1012 is designed for students who have already mastered the materials covered in Kor 1011. This course will focus on grammatical patterns, such as sentence structures, some simple grammatical points, and some survival level use of the Korean language. Additionally, speaking, reading, writing, and listening comprehension will all be emphasized, with special attention to oral speech. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, @ #319 Nolte Hall, MN English Center.
Style: lectures, listening lab, speaking assignments
Grading: short quizzes and final exams, assignments, and class performance
Exam Format: both written and oral

Kor 4002 Beginning Korean
3 credit(s); Credit will not be granted if credit has been received for: KOR 1012;
Instructor: Cho, Hangtae
Description: This course is designed to assist students to develop mid-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. Kor 1012 is designed for students who have already mastered the materials covered in Kor 1011. This course will focus on grammatical patterns, such as sentence structures, some simple grammatical points, and some survival level use of the Korean language. Additionally, speaking, reading, writing, and listening comprehension will all be emphasized, with special attention to oral speech. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, @ #319 Nolte Hall, MN English Center.
Style: lectures, listening lab, speaking assignments
Grading: short quizzes and final exams, assignments, and class performance
Exam Format: both written and oral

Kor 4002 Beginning Korean
3 credit(s); Credit will not be granted if credit has been received for: KOR 1012;
Instructor: Johnson, Bryce L.
Kor 4004 Intermediate Korean

3 credit(s); 4003, grad student
Credit will not be granted if credit has been received for: KOR 3022;
Instructor: Kim, Sugyung
Description: KOR 3022/4004 is the second half of the intermediate Korean language course. The course is designed for students who have completed the first half of the intermediate Korean or have the equivalent proficiency. The goal of the course is to help students to achieve mid-intermediate proficiency in Korean and become more familiar with Korean culture. Students are expected to be engaged in spontaneous conversations on various topics, and to improve their skills for more understanding authentic Korean discourse in various conversational situations and composing essays in Korean. Students will also expand their vocabulary, including conversational & grammatical skills which will lead them to prepare for advanced level. Additionally, speaking, reading, writing, and listening skills will all be emphasized, with special attention to oral proficiency.
Style: 50% Lecture, 40% Small Group Activities, 10% Student Presentation.
Grading: 15% mid exam, 15% final exam, 10% special projects, 15% quizzes, 15% written homework, 5% attendance, 5% class participation, 20% other evaluation.

Kor 4006 Third Year Korean

3 credit(s); 4005, grad student
Credit will not be granted if credit has been received for: KOR 3032;
Instructor: Ryu, Saena
Description: Student may contact the instructor or department for information.

Kor 5140 Readings in Sino-Korean Texts

3 credit(s), max credits 9, 3 completions allowed;
Instructor: Cho, Hangtae
Description: This course is designed to increase the students’ proficiency to advanced-high level in all aspects of modern Korean with a special emphasis on Sino Korean; Sino-Korean vocabulary and characters are necessary for advanced and superior level of knowledge in Korean. Sino-Korean characters are used differently from the same Chinese characters used in contemporary China in terms of pronunciation, meaning, and word formation. This course aims to prepare students for research or employment in a variety of Korea-related fields. Text materials are drawn from authentic sources including modern Korean literature, film, intellectual history, and readings on contemporary issues. Radio and TV broadcasts will also be included in the teaching materials. Texts will be selected, in part, according to student interests. With the instructor’s guidance, students will conduct research projects based on specialized readings in their own fields of study. The research projects will be presented both orally and in written form at the end of the semester. This course will be mostly taught in Korean. 3 repeats are allowed.

Laboratory Medicine and Pathology 760 Mayo (MMC 609)

LaMP 4177 Nature of Disease: Pathology for Allied Health Students

3 credit(s);
Instructor: Lebahn, Fran
Description: The course is offered in a classroom setting or in an online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. In this course we follow the traditional teaching of pathology currently used for most health science students. We begin with topics in general pathology, then go on to topics on organ-specific pathology. At the conclusion of this course, each student should be able to: 1) define human disease as an alteration of normal structure and function; 2) correlate the concepts and underlying general pathology with specific diseases in different organ systems; 3) indicate the common diseases for each of the organ systems delineated and explain the primary features of each disease; 4) infer the interdependence of anatomic and functional systems; 5) interpret common terms used in clinical medicine and pathology and the frequently used suffixes and prefixes.
Style: Online with handwritten exams
Grading: There are five required unit exams for this course; they are each worth 20 percent of your grade.
Exam Format: Handwritten proctored exams

LaMP 4177 Nature of Disease: Pathology for Allied Health Students

3 credit(s);
Instructor: Wilke, Mark Steven
Description: The course is offered in a classroom setting and online in the spring. Offered online only in the summer. The first part of this course covers general pathology; this is followed by organ system pathology. The class meets for 3 lecture hours per week (M-W-F, from 8:00-8:50 AM), earning 3 credits for the semester. The course is divided into five units, each
followed by a unit examination. There is no comprehensive final exam. Enrolled students are in allied health programs such as Health and Wellness and Clinical Laboratory Science, as well as the College of Biological Science and the College of Food Science and Nutrition. The course is taught by a variety of lecturers, each covering his/her own area of expertise. Following the course, at the end of each unit of study the student should be able to: 1. Define human disease as an alteration of normal structure and function (as learned from anatomy and physiology), e.g. state that pathologic change is represented by abnormal structure and function. An abnormality may be grossly obvious or sub cellular and molecular. 2. Correlate the concepts and underlying general pathology with specific diseases in different organ systems, e.g. inflammatory reactions are similar whether in the heart, lungs, or other organ system. 3. For each of the organ systems delineated, e.g. the cardiovascular system: a. Indicate the common diseases of the system, inherited, infectious, neoplastic, etc. b. Explain the primary features of each disease. 4. Infer the interdependence of anatomic and functional systems, e.g. pituitary and thyroid, heart and lungs, prostate/bladder/kidney and recognize the sequence of events when one part is affected. 5. Interpret common terms used in clinical medicine and pathology and the frequently used suffixes and prefixes, e.g. -itis, -emia, dys-, as in dysplasia, etc. TEXTBOOKS and COURSE HANDOUT PACKAGE The course handout package and all optional textbooks are available in the Coffman Bookstore. 1. Course Handout Package Includes course syllabus and lecture outlines. Required for classroom section 2. The Nature of Disease/Pathology for the Health Professions, Thomas H. McConnell, Lippincott Williams & Wilkins, 2008. You may preview the book and find a good price on the electronic version at this web site: http://www.coursesmart.com/9780781753173 Optional 3. Robbins Basic Pathology, Kumar, Abbas, Fausto, Mitchell, 8th edition, Revised, W.B. Saunders Co., 2007. See the table of contents in the course handout package. Optional 4. Robbins Basic Pathology, Kumar, Cotran, Robbins, 7th edition, W.B. Saunders Co., 2003. Optional 5. Mosby's Pocket Dictionary of Medicine, Nursing and Allied Health, 6th ed., Mosby, Inc., 2009. This or a similar medical dictionary is recommended. Optional 6. A Merck Manual, 19th edition, Merck Co. 2011. This text is recommended for disease descriptions. It is a short textbook of medicine. Optional
Style: 100% Lecture.
Grading: 100% quizzes. Scores from the 5 unit exams are used for the final grade
Exam Format: Multiple choice

### Land and Atmospheric Science 439 Borlaug Hall

**LAAS 5051 Thesis Proposal Writing for Land & Atmospheric Science**
- A-F only, 2 credit(s);
- **Instructor:** Allan, Deborah L
- **Description:** Student may contact the instructor or department for information.

**LAAS 8195 Research Problems in Soils**
- 1-5 credit(s), max credits 10, 10 completions allowed;
- **Instructor:** Nater, Ed
- **Description:** Student may contact the instructor or department for information.

**LAAS 8550 Teaching Experience**
- S-N only, 1 credit(s), max credits 6, 6 completions allowed;
- **Instructor:** Allan, Deborah L
- **Description:** Student may contact the instructor or department for information.

### Landscape Architecture 144 Rapson Hall

**LA 1001 Sustainability by Design**
- A-F only, 3 credit(s); Meets CLE req of Environment
- **Instructor:** Schilling, Derek M
- **Description:** Student may contact the instructor or department for information.

**LA 1301 Introduction to Landscape Architecture Drawing**
- A-F only, 3 credit(s); Credit will not be granted if credit has been received for: LA 5301; Meets CLE req of Arts/Humanities
- **Instructor:** Larson, John Alfred
- **Description:** Description: An introductory course that teaches students basic freehand drawing skills; hand drafting techniques, tools and standards; and explores the types of drawings that are typically employed in the Landscape Architecture profession, such as plan, elevation and 3D perspective views. Classroom and homework projects will focus on exploring landscape space and organization through the completion of assigned exercises. Progress will be evaluated and guidance offered during classroom critique. You will be expected to work in class, so be sure that you bring your materials to class unless notified otherwise. The class will consist of classroom drawing exercises, lectures, demonstrations, and review of student’s work. Grade: 80% special projects, 20% other evaluation.
LA 1301 Introduction to Landscape Architecture Drawing
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: LA 5301; Meets CLE req of Arts/Humanities
Instructor: Agee, Bradley Steele
Description: Classroom and homework projects will focus on exploring landscape space and organization through the completion of assigned exercises and work in your sketch journal. Progress will be evaluated and guidance offered during classroom critique. You will be expected to work in class, so be sure that you bring your materials to class unless notified otherwise. The class will consist of classroom drawing exercises, lectures, demonstrations, and reviews of students work. Weekly assignments will typically be given on Monday to be completed Wednesday depending upon the nature of the assignment.
Grading: 60% special projects, 20% laboratory evaluation, 20% other evaluation. Sketch journal

LA 1401 The Designed Environment
A-F only, 3 credit(s);
Instructor: Agee, Bradley Steele
Description: The course is the designed environment - the intentionally designed places we frequent and inhabit. Efforts will be directed towards learning to "see" design in the everyday world in order to understand the ideas and principles on which the designed environment is built. The course will be looking at how the professions of architecture, landscape architecture and urban design (among others) combine to influence the shape and function of our homes, cities and region. Observe and critique the interaction between human needs/customs with biophysical systems in which we live. Students will be asked to look at designed spaces for themselves. Lectures and readings will support investigations.
Grading: 30% mid exam, 30% final exam, 40% laboratory evaluation.

LA 2302 Computer-Aided Representation for Environmental Design
3 credit(s);
Instructor: Baudler, Rachel E
Description: Student may contact the instructor or department for information.

LA 3002 Informants of Creating Landscape Space
A-F only, 3 credit(s);
Instructor: Pitt, David George
Description: Student may contact the instructor or department for information.

LA 3004 Regional Landscape Planning
3 credit(s);
Instructor: Roos, Stephan John
Description: Student may contact the instructor or department for information.

LA 3204 Holistic Landscape Ecology and Bioregional Practice
A-F only, 3 credit(s);
Instructor: Bierbrauer, Anna Marie
Description: Student may contact the instructor or department for information.

LA 3413 Introduction to Landscape Architectural History
A-F only, 3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Bierbrauer, Anna Marie
Description: Student may contact the instructor or department for information.

LA 3501 Environmental Design and Its Biological and Physical Context
A-F only, 3 credit(s); Meets CLE req of Environment
Instructor: Roos, Stephan John
Description: Student may contact the instructor or department for information.

LA 3514 Making the Mississippi
A-F only, 3 credit(s); Credit will not be granted if credit already received for: LA 1202; Credit will not be granted if credit has been received for: LA 5514; Meets CLE req of Civic Life and Ethics
Instructor: Nunnally, Patrick
Description: Environmental parameters affecting growth/development of metropolitan areas. Students assess these parameters and prepare a multi-functional land use plan for a defined locale.
LA 4002 Implementation of Sustainable Landscape Design and Planning Practices
3 credit(s);
Instructor: Krause, Karl William
Description: Student may contact the instructor or department for information.

LA 4096 Internship in Landscape Design and Planning
S-N only, 1 credit(s);
Instructor: Agee, Bradley Steele
Description: Student may contact the instructor or department for information.

LA 5004 Regional Landscape Planning
3 credit(s);
Instructor: Roos, Stephan John
Description: Student may contact the instructor or department for information.

LA 5203 Ecological Dimensions of Space Making
A-F only, 6 credit(s);
Instructor: Favour, Joseph Richard
Description: Student may contact the instructor or department for information.

LA 5204 Metropolitan Landscape Ecology
A-F only, 3 credit(s);
Instructor: Musacchio, Laura R
Description: Our goal for the semester will be to develop your understanding about the theories and principles of holistic landscape ecology, and how this knowledge can help you understand more about people, nature, and environmental stewardship in metropolitan landscapes. In this class, metropolitan landscapes include not only urban and suburban areas but also the rural areas that provide natural resources for people, like food, water, energy, and recreation. During the semester, we will explore these questions about the relationship among people, nature, and landscape sustainability: (1) How has the relationship between humans and nature evolved in relation to non-local phenomenon like globalization, urbanization, and industrialization? (2) How are ecosystem dynamics in cities and metropolitan regions different from other ecosystems? (3) What is a sustainable landscape, and does it look different and function differently than conventional landscapes? (4) When considering the potential impacts of climate change, is it realistic to restore an urban ecosystem or agroecosystem to a historic reference ecosystem or an analog? (5) How can we increase ecological and place literacy of people through education so that they are more likely to accept and adopt alternative landscape patterns and practices? (6) Can alternative landscapes, like brownfields, greenways, green walls, green roofs, vertical farms, carbon farms, biofuel farms, and community gardens, help to recouple people’s contact with nature by reinterpreting human-nature systems? During the semester, we will answer these questions using the lens of holistic landscape ecology and examine why it is a useful framework for organizing theories, concepts, and ideas about human-nature relationships in metropolitan regions. This approach will help you to understand more about the ecology of place, such as how people's actions influence the distribution and abundance of organisms in landscapes as well as the people’s actions affect ecological flows across landscapes (e.g., water, air, animals, pollutants, and climate). It will help you understand why the appearance and beauty of a landscape matters in environmental stewardship, and why the ecology of landscape intervention influences broad and fine scale spatial patterns and human experiences. In addition, holistic landscape ecology complements important trends like sustainability science, ecological urbanism, and landscape urbanism, and we investigate and discuss these connections during the course.

LA 5372 Computer Methods II
S-N only, 1 credit(s); Arch/LA 5371, LA grad or instr consent Credit will not be granted if credit has been received for: ARCH 5372;
Instructor: Vanagaite, Egle
Description: Student may contact the instructor or department for information.

LA 5374 Representation for Landscape Architectural Construction
3 credit(s);
Instructor: de Britto, Vincent P
Description: Student may contact the instructor or department for information.

LA 5375 Advanced Rendering in Landscape Architecture
3 credit(s);
Instructor: Vanagaite, Egle
Description: Student may contact the instructor or department for information.
LA 5401 Directed Studies in Emerging Areas of Landscape Architecture
1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Favour, Joseph Richard
Description: Student may contact the instructor or department for information.

LA 5413 Introduction to Landscape Architectural History
A-F only, 3 credit(s);
Instructor: Bierbrauer, Anna Marie
Description: Student may contact the instructor or department for information.

LA 5514 Making the Mississippi
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: LA 3514;
Instructor: Nunnally, Patrick
Description: Environmental parameters affecting growth/development of metropolitan areas. Students assess these parameters and prepare a multi-functional land use plan for a defined locale.

LA 8205 Urban Form Options: Landscape Architecture Studio
6-8 credit(s), max credits 8, 1 completion allowed;
Instructor: Muratake, Satoko
Description: Urban landscape design issues, theories, and problems explored via formal/spatial inquiry in studio and readings and discussion in seminar. Urban systems, gathering spaces, ecology, infrastructure, recreation, and public space.

LA 8205 Urban Form Options: Landscape Architecture Studio
6-8 credit(s), max credits 8, 1 completion allowed;
Instructor: Miller, Kristine Frances
Description: Urban landscape design issues, theories, and problems explored via formal/spatial inquiry in studio and readings and discussion in seminar. Urban systems, gathering spaces, ecology, infrastructure, recreation, and public space.

LA 8302 Professional Practice
A-F only, 3 credit(s);
Instructor: Tucker, Matthew J
Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Martin, Roger B
Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Krinke, Rebecca Jean
Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Koepke, John Albert
Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Favour, Joseph Richard
Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Nunnally, Patrick
Description: Student may contact the instructor or department for information.
LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Pitt, David George
Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Neckar, Lance M
Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Sykes, Robert D
Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Miller, Kristine Frances
Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Musacchio, Laura R
Description: Student may contact the instructor or department for information.

LA 8401 Directed Studies in Emerging Areas of Landscape Architecture
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Tucker, Matthew J
Description: Student may contact the instructor or department for information.

LA 8402 Directed Studies in Landscape Architecture History and Theory
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Christensen, Carrie Ann
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Martin, Roger B
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Krinke, Rebecca Jean
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Koepek, John Albert
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Favour, Joseph Richard
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Nunnally, Patrick
Description: Student may contact the instructor or department for information.
LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Pitt, David George
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Neckar, Lance M
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Sykes, Robert D
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Miller, Kristine Frances
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Musacchio, Laura R
Description: Student may contact the instructor or department for information.

LA 8403 Directed Studies in Landscape Architecture Technology
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: Tucker, Matthew J
Description: Student may contact the instructor or department for information.

LA 8404 Directed Studies in Landscape Architecture Design
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Baudler, Rachel E
Description: Student may contact the instructor or department for information.

LA 8555 Advanced Landscape Planning and Design
A-F only, 6 credit(s);
Instructor: Krinke, Rebecca Jean
Description: The studio course requires that students pursue an independent course of inquiry into a variety of contemporary issues in the discipline of Landscape Architecture. In this course students will develop and manage a comprehensive research-based design project within the context of an academic semester; apply research methodologies to develop a context for critical inquiry; apply the knowledge gained from the critical inquiry to an issue and/or landscape; develop integrated design solutions that reflect an understanding of the theoretical (social, political or technological) and technical (land use planning, site design, topographic control, hydrological, landform or planted design) components necessary for the design of multi-functional landscapes; develop comprehensive documentation of the project.

LA 8555 Advanced Landscape Planning and Design
A-F only, 6 credit(s);
Instructor: de Britto, Vincent P
Description: The studio course requires that students pursue an independent course of inquiry into a variety of contemporary issues in the discipline of Landscape Architecture. In this course students will develop and manage a comprehensive research-based design project within the context of an academic semester; apply research methodologies to develop a context for critical inquiry; apply the knowledge gained from the critical inquiry to an issue and/or landscape; develop integrated design solutions that reflect an understanding of the theoretical (social, political or technological) and technical (land use planning, site design, topographic control, hydrological, landform or planted design) components necessary for the design of multi-functional landscapes; develop comprehensive documentation of the project.

LA 8575 The Art and Ecology of Landscape Detail
3 credit(s);
Instructor: Koepke, John Albert
Lat 1002 Beginning Latin II
5 credit(s);
Instructor: STAFF
Description: Latin, the language of the ancient Romans, has served as a means of communication for well over two thousand years. It is not only the chief language of one of the world's major civilizations, but also an international language for centuries after Rome's fall, the ancestor of the Romance languages, and an important influence on English. The aim of Beginning Latin is to prepare you to read unadapted Latin texts by providing a solid grounding in grammar and vocabulary along with oral and written practice. With this foundation you will be able to read a wide range of ancient, medieval, and Renaissance authors. In addition, Latin 1002 will help strengthen your grasp of English grammar and vocabulary. The prerequisite for this course is completion of Latin 1001 with a grade of C- or higher (or S) or instructor consent.
Style: 50% Lecture, 50% Discussion.
Exam Format: translation, grammar

Lat 3004 Intermediate Latin Poetry: Vergil
4 credit(s); Grade of at least [C- or S] in [3003 or 3113] or dept consent credit will not be granted if credit already received for: Lat 3300, Lat 3114 Credit will not be granted if credit has been received for: LAT 5004;
Instructor: STAFF
Description: Selections from Vergil's Aeneid for students who have had at least three semesters of Latin; introduction to Latin meter. Prerequisite: completion of Latin 3003 with a grade of C- or higher (or S) or instructor consent.
Style: 40% Lecture, 30% Discussion. Recitation
Exam Format: Short answer and essay

Lat 5004 Intermediate Latin Poetry for Graduate Students
3 credit(s); [5003 or equiv], grad student or dept consent Credit will not be granted if credit has been received for: LAT 3004;
Instructor: Olson, S. Douglas
Description: Student may contact the instructor or department for information.

Lat 5200 Advanced Reading in Later Latin
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Nicholson, Oliver
Description: In 410 AD the City of Rome was sacked by a band of barbarians, who had threatened to leave the Romans 'nothing but their lives'. The entire Roman world was shocked: ?Capta urbs quae totum cepit orbem?, wrote Jerome far away in Bethlehem. Rome was more than a city, it was the communis patria, everyone's hometown. Pagans thought it peculiarly protected by the rites offered in it to the pagan Gods; even Christians considered that the world would not end while Rome stood. Across the water in North Africa, Augustine worked out his shock in a prolonged meditation on the character of fundamental human loyalties, his massive work On the City of God. He contrasts the Roman 'love of being praised' with the Christian wish to direct praise towards God. The City of God deploys substantial learning, learning so substantial that it is easy to miss the message in the erudition - Gibbon thought that Augustine's 'learning was too often borrowed and his thought too often his own?. We shall aim to consider the context of this massive work and follow its arguments while at the same time appreciating the way that they rebound off a substantial literary and philosophical culture shared by Christians and pagans alike. Everyone will write a brief paper on something to do with Augustine or his age, but the main emphasis will be on reading and understanding the text in Latin.
Exam Format: Exams will be translation and 'gobbets' - passages of text set for comment - explanation in class. The papers will be brief and on topics chosen by students but agreed with the instructor.

Lat 5800 Sight Reading for Graduate Students
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Nicholson, Oliver
Description: Student may contact the instructor or department for information.

Lat 8910 Seminar: Literature and Roman Religion
3 credit(s), max credits 30, 10 completions allowed;
Instructor: Cole, Spencer E
Description: This course takes impetus from recent, fundamental reappraisals of Roman religion and the relationship between literature and religion at Rome. Since Feeney's "Literature and Religion at Rome," the relationship between literature and religion is no longer seen as simply a case of literature autonomously reflecting on more essentially religious
cultural forms that comprise 'real religion.' Accordingly, this course will explore how literary discourses and other discourses that constitute Roman religion are implicated in each other. The focus will be on how text, ritual, and material culture interact to generate meaning. Students will gain a deeper understanding of Roman religious history and also a familiarity with recent scholarship that has transformed the study of Roman religion. Latin authors read include Ennius, Lucretius, Catullus, Cicero, Varro, Vergil, Ovid, Livy, and Seneca.

Grading: Assignments include class presentations and short response papers.

Latin American Studies 214 Social Sciences Tower

LAS 3402W Modern Latin America 1825 to Present
4 credit(s); Credit will not be granted if credit has been received for: HIST 3402W; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course surveys developments in Latin America from the Enlightenment and Age of Independence to the rise of bureaucratic authoritarianism (ca. 1750-present). The course will focus on the rise of the nation-state, art, culture, and diplomatic relations within Hispanic America. Themes will include race, class, gender, sexuality, and space.
Grading: 20% final exam, 50% reports/papers, 10% class participation, 20% other evaluation. Informal writing assignments.
Exam Format: Essay

Law School 285 Mondale Hall

Law 6003 Legal Research and Writing & Statutory Interpretations
P-F only, 1-3 credit(s), max credits 6;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 6004 Property
A-F only, 4 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 6009 Criminal Law
A-F only, 3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 6010 Perspectives: 1L
A-F only, 3 credit(s);
Instructor: Parisi, Francesco
Description: Student may contact the instructor or department for information.

Law 6011 International Law: 1L
A-F only, 3 credit(s);
Instructor: Shaffer, Gregory Charles
Description: Student may contact the instructor or department for information.

Law 6012 Corporations: 1L
A-F only, 3 credit(s);
Instructor: Adams, Edward Scott
Description: Student may contact the instructor or department for information.

Law 6013 Law In Practice 1L
P-F only, 3 credit(s);
Instructor: Clary, Bradley G.
Description: Student may contact the instructor or department for information.
Instructor: Cox, Prentiss
Description: Student may contact the instructor or department for information.

Law 6013 Law In Practice 1L
P-F only, 3 credit(s);
Instructor: Thomas, Laura M
Description: Student may contact the instructor or department for information.

Law 6013 Law In Practice 1L
P-F only, 3 credit(s);
Instructor: Landsman, Maury S
Description: Student may contact the instructor or department for information.

Law 6013 Law In Practice 1L
P-F only, 3 credit(s);
Instructor: Peterson, Sara Jane
Description: Student may contact the instructor or department for information.

Law 6013 Law In Practice 1L
P-F only, 3 credit(s);
Instructor: Nelson, Debra R
Description: Student may contact the instructor or department for information.

Law 6013 Law In Practice 1L
P-F only, 3 credit(s);
Instructor: McGeveran, William
Description: Student may contact the instructor or department for information.

Law 6014 Constitutional Law II
A-F only, 3 credit(s);
Instructor: Morrison, Fred L
Description: See description http://www.law.umn.edu/current/courseguide.html

Law 6014 Constitutional Law II
A-F only, 3 credit(s);
Instructor: Carpenter II, Dale Allen
Description: See description http://www.law.umn.edu/current/courseguide.html

Law 6015 Civil Procedure II
A-F only, 3 credit(s);
Instructor: Erbsen, Allan H
Description: This course builds on Civil Procedure I both by examining some of Civil Procedure I's topics in more depth and by examining additional facets of civil litigation. Topics may include personal jurisdiction, subject matter jurisdiction, venue, preliminary injunctions and temporary restraining orders, the /Erie/ doctrine, appeals, class actions, and complex litigation.

Law 6015 Civil Procedure II
A-F only, 3 credit(s);
Instructor: Clarke, Jessica Ann
Description: Student may contact the instructor or department for information.

Law 6017 Humphrey Law Course
P-F only, 2-3 credit(s), max credits 6;
Instructor: Weissbrodt, David
Description: Student may contact the instructor or department for information.

Law 6019 Sem: Leadership and the Law - LL.M.
A-F only, 2 credit(s);
Instructor: Hornsby, Khary D.
Description: Student may contact the instructor or department for information.
Law 6021 Seminar: LL.M. Legal Research and Writing
A-F only, 2-3 credit(s), max credits 6;
Instructor: STAFF
Description: How to conduct legal research, interpret statutes, analyze cases, and write research papers and legal memoranda. Written English, style/form used by U.S. lawyers to present a legal argument.

Law 6025 Wrongful Convictions
A-F only, 2 credit(s);
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

Law 6028 LL.M. Judicial Observation
P-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: STAFF
Description: Students work with a judge and observe how our court systems work in the United States

Law 6036 Reproductive Rights
A-F only, 3 credit(s);
Instructor: STAFF
Description: See description http://www.law.umn.edu/current/courseguide.html

Law 6038 Biomedical Ethics
A-F only, 3 credit(s);
Instructor: DeBruin PhD, Debra Ann
Description: Student may contact the instructor or department for information.

Law 6040 Perspectives on the Law
A-F only, 3 credit(s);
Instructor: Parisi, Francesco
Description: See http://www.law.umn.edu/current/courseguide.

Law 6040 Perspectives on the Law
A-F only, 3 credit(s);
Instructor: Jain, Neha
Description: See http://www.law.umn.edu/current/courseguide.

Law 6041 Investment Management Law
A-F only, 2 credit(s);
Instructor: Royal, David Scott
Description: http://www.law.umn.edu/current/courseguide.html

Law 6042 Nonprofits and Public Sectors Externships
A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Cook, Nancy L.
Description: Student may contact the instructor or department for information.

Law 6051 Business Associations/Corporations I
A-F only, 4 credit(s);
Instructor: STAFF
Description: See description http://www.law.umn.edu/current/courseguide.html

Law 6055 Advanced Corporate Law
A-F only, 3 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6057 Judicial Externship
P-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Law 6059 Seminar: Constitutional Law, Theories of Freedom of Expression
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: JOUR 8678;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 6100 Taxation I
A-F only, 3-4 credit(s);
Instructor: STAFF
Description:

Law 6102 Mergers and Acquisitions
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Hill, Claire
Description: http://www.law.umn.edu/current/courseguide.html

Law 6103 Privacy
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6105 Advanced Statutory Interpretation
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: McDonnell, Brett H
Description: Student may contact the instructor or department for information.

Law 6109 Creditors’ Remedies/Secured Transactions
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6115 Civil Discovery: Theory and Practice
A-F only, 2 credit(s);
Instructor: Roen, Craig Matthew
Description: Student may contact the instructor or department for information.

Law 6116 Pretrial Skills: Lawyering Process
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6118 CL: Criminal Defense Appeals
A-F only, 2 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6120 Federal and State Courts
A-F only, 3 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6151 Estate Planning
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6201 Land Use Planning
Law 6211 Federal Securities Regulations
A-F only, 3 credit(s);
Instructor: Burkhart, Ann M
Description:

Law 6216 Seminar: European Union Tax Law
A-F only, 2 credit(s);
Instructor: Wiman, Bertil Werner
Description: Student may contact the instructor or department for information.

Law 6217 Securities Litigation
A-F only, 2 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6218 Criminal Procedure
A-F only, 3 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6219 Evidence
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6225 Winning Patent Litigation
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6228 American Legal History
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description:

Law 6229 Criminal Process
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: Criminal Process examines a variety of procedures governing the prosecution of crime. It covers, in essence, criminal procedure from the time that the police have handed a case over to the lawyers. Major topics include: prosecutorial charging discretion, judicial screening, the grand jury, discovery, speedy trial, double jeopardy, plea bargaining, jury selection, jury deliberations, sentencing, appeals, and habeas. This class is sometimes known as ?Criminal Procedure II? because it picks up chronologically where Criminal Procedure ends. Criminal Procedure, however, it not a prerequisite.

Law 6234 Natural Resources
A-F only, 3 credit(s);
Instructor: STAFF
Description:

Law 6241 First Amendment Law
A-F only, 3 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6244 Employee Benefits
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Law 6245 Interviewing, Counseling, and Negotiating
   A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
   Instructor: STAFF
   Description: http://www.law.umn.edu/current/courseguide.html

Law 6247 Depositions
   A-F only, 2 credit(s);
   Instructor: STAFF
   Description: http://www.law.umn.edu/current/courseguide.html

Law 6248 Advanced Patents
   A-F only, 2 credit(s);
   Instructor: STAFF
   Description: http://www.law.umn.edu/current/courseguide.html

Law 6403 Environmental Law Capstone: Brownfields Redevelopment and Litigation
   A-F only, 5 credit(s);
   Instructor: Peterson, Sara Jane
   Description: Student may contact the instructor or department for information.

Law 6409 Twin Cities Regional Planning Capstone
   A-F only, 4-5 credit(s), max credits 5, 1 completion allowed;
   Instructor: Orfield Jr, Myron W.
   Description: Student may contact the instructor or department for information.

Law 6600 Professional Responsibility
   A-F only, 2-3 credit(s);
   Instructor: STAFF
   Description: http://www.law.umn.edu/current/courseguide.html

Law 6603 Intellectual Property
   A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;
   Instructor: STAFF
   Description: http://www.law.umn.edu/current/courseguide.html

Law 6604 Family Law
   A-F only, 3 credit(s);
   Instructor: STAFF
   Description: http://www.law.umn.edu/current/courseguide.html

Law 6605 Health Law
   A-F only, 3 credit(s);
   Instructor: STAFF
   Description: http://www.law.umn.edu/current/courseguide.html

Law 6606 Administrative Law
   A-F only, 3 credit(s);
   Instructor: STAFF
   Description: http://www.law.umn.edu/current/courseguide.html

Law 6608 Trademarks
   A-F only, 3 credit(s);
   Instructor: STAFF
   Description: http://www.law.umn.edu/current/courseguide.html

Law 6612 Antitrust and Intellectual Property
**Law 6615 Jurisprudence**
A-F only, 3 credit(s);
Instructor: STAFF
Description: This course will be a general survey course of American legal movements and conceptions of the law. The course will examine foundational legal questions: What is law, why are we obligated to follow laws, and when if ever, are we not? What is the Rule of Law? When if ever can we condemn a law as unjust and, if so, must we obey it? We will also examine how different legal movements have attempted to answer these questions from the beginnings of "legal science" and formalism; to the Legal Realists and the responses to them; to the more recent movement to unite law with moral philosophy; to Critical Legal Studies; and responses to the Critical Studies movement. We will compare and contrast these movements with basic conceptions of the law-positivism and natural rights.

**Law 6616 Law and Entrepreneurship**
A-F only, 3 credit(s);
Instructor: Sokol, Daniel
Description: Student may contact the instructor or department for information.

**Law 6617 Antitrust Mergers**
A-F only, 3 credit(s);
Instructor: Sokol, Daniel
Description: Student may contact the instructor or department for information.

**Law 6618 Trial Practice**
A-F only, 3 credit(s);
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

**Law 6619 International Trade Law**
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

**Law 6621 Civil Rights**
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

**Law 6627 International Tax**
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

**Law 6701 Seminar: Advanced Criminal Law**
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Tonry, Michael
Description: http://www.law.umn.edu/current/courseguide.html

**Law 6702 Seminar: Legal History Workshop**
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Welke, Barbara Young
Description: Student may contact the instructor or department for information.
Law 6709 Seminar: Agriculture & the Environment  
A-F only, 2 credit(s);  
Instructor: Nelson, Debra R  
Description: Student may contact the instructor or department for information.

Law 6710 Sem: Federalism, the Intersection of Law and History  
A-F only, 2 credit(s);  
Instructor: Noel, Franklin L  
Description: Student may contact the instructor or department for information.

Law 6800 Seminar: International Contracts  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6808 Seminar: Street Law  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6813 Seminar: Social Science in Law  
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: STAFF  
Description: This course on law and literature will focus on literary works with legal themes, such as Shakespeare's play Measure for Measure, (law in literature) and interpretation of legal texts, in particular legal opinions and appellate arguments, (law as literature). In both instances, we will examine and apply different literary theories of interpretation. The course also will consider how law has affected the development of literature with specific attention to the censorship and copyright laws. As part of the study of law and literature, the seminar considers a specific legal question-what constitutes violence against women. Through issues surrounding violence against women, we will explore how literature and law have attempted to define violence against women, how literature has influenced the law and vice versa, and the difficulties faced by literary writers and legal experts in addressing such questions. Throughout the course we will read primarily English and American literature from the early modern period through the twenty-first century. I will grade you based on class discussion, a twenty-to-thirty page research paper, and a presentation of that paper.

Law 6818 Seminar: White Collar Crimes  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6820 Seminar: Estate Planning & Drafting  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Law 6822 Seminar: Legislative Process  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6824 Seminar: Genetics: Law and Ethics  
A-F only, 2 credit(s);  
Instructor: Van Ness, Brian George  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6827 Seminar: Women's International Human Rights  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

Law 6828 Law and Cultural Property Seminar
Law 6828 Law and Cultural Property Seminar
A-F only, 2 credit(s);
Instructor: Wold, Barbara N
Description: http://www.law.umn.edu/current/courseguide.html

Law 6837 Seminar: Contract Drafting
A-F only, 2 credit(s);
Instructor: Cribari, Stephen Jon
Description: http://www.law.umn.edu/current/courseguide.html

Law 6838 Seminar: American Indian Law
A-F only, 2 credit(s);
Instructor: Howland, Joan S
Description: Student may contact the instructor or department for information.

Law 6840 Seminar: Antitrust
A-F only, 2 credit(s);
Instructor: STAFF
Description: This seminar is intended to focus upon a series of major issues of current importance. During the first half of the semester, the seminar will take up a separate issue every one or two weeks. The issues will include (not necessarily in the following order):1. Antitrust analysis in the Chicago and post-Chicago schools2. The antitrust law of the European Community examined from the perspective of a U.S. antitrust lawyer.3. Trading issues and their relation to antitrust law.4. Antitrust and the health care industry.5. Antitrust laws and the issues of intellectual property protection.6. The interface between antitrust law and labor law.7. The state-action doctrine, municipalities, and the antitrust laws.

Law 6843 Seminar: Structured Finance
A-F only, 2 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6844 Seminar: Advanced Real Estate Transactions
A-F only, 2 credit(s);
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6846 Seminar: Philosophy of Punishment
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6851 Seminar: Advanced Legal Research
A-F only, 2 credit(s);
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

Law 6857 Corporate Tax
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 6860 Seminar: Advanced Topics in Labor and Employment Law
A-F only, 2 credit(s);
Instructor: STAFF
Description: See http://www.law.umn.edu/current/courseguide.html

Law 6865 Seminar: Law and Economics Workshop
This seminar/workshop brings in leading scholars in one designated field to present papers. Each week, a scholar presents her paper; students are required to write short (1-3 page) critiques and discussion questions for each paper, and participate in the class discussions. In 2006, the field was Behavioral Law and Economics. In 2007, the field will be Corporate Governance

**Law 6866 Seminar: Sex Discrimination**  
A-F only, 2 credit(s);  
Instructor: Hasday, Jill E  
Description: http://www.law.umn.edu/current/courseguide.html

**Law 6867 Seminar: International and Foreign Legal Research**  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

**Law 6870 Seminar: Negotiations**  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: See http://www.law.umn.edu/current/courseguide.html

**Law 6872 Immigration Law**  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

**Law 6876 Seminar: Digital Evidence**  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

**Law 6885 Seminar: Current Issues in Environmental Law**  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

**Law 6888 Seminar: Learning the Law by Avoiding it in the Process**  
P-F only, 1 credit(s);  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

**Law 6890 Seminar: China Law**  
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Wang, Chang  
Description: Student may contact the instructor or department for information.

**Law 6892 Seminar: Comparative Criminal Procedure**  
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: STAFF  
Description: http://www.law.umn.edu/current/courseguide.html

**Law 6895 Seminar: Offenses and Defenses**  
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Duff, Antony  
Description: http://www.law.umn.edu/current/courseguide.html

**Law 6904 Equal Justice**  
A-F only, 3 credit(s);  
Instructor: STAFF
Law 6919 Seminar: Health Care Fraud and Abuse
  A-F only, 2 credit(s);
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 6949 Sem: Biotechnology & Patent Law
  A-F only, 2 credit(s);
  Instructor: Nelson, Debra R
  Description: http://www.law.umn.edu/current/courseguide.html

Law 7000 CL: Civil Practice
  A-F only, 1-7 credit(s), max credits 7;
  Instructor: STAFF
  Description: See http://www.law.umn.edu/current/courseguide.html

Law 7001 CL: Civil Practice Director
  A-F only, 1-4 credit(s), max credits 4;
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 7008 Insurance Law Clinic
  A-F only, 2-7 credit(s), max credits 7, 1 completion allowed;
  Instructor: Brownell, Margo
  Description: http://www.law.umn.edu/current/courseguide.html

Law 7010 Clinic: Innocence
  A-F only, 2-3 credit(s), max credits 6;
  Instructor: STAFF
  Description: See http://www.law.umn.edu/current/courseguide.html

Law 7012 CL: Environmental Sustainability-Land Use & Water Policy
  A-F only, 3-7 credit(s), max credits 7, 1 completion allowed;
  Instructor: Nelson, Debra R
  Description: http://www.law.umn.edu/current/courseguide.html

Law 7015 Clinic: Worker Rights
  A-F only, 2-4 credit(s), max credits 8;
  Instructor: STAFF
  Description: See http://www.law.umn.edu/current/courseguide.html

Law 7016 CL: Workers Rights Directors
  A-F only, 2 credit(s), max credits 4;
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 7020 CL: Special Education Law
  A-F only, 2-3 credit(s), max credits 6;
  Instructor: STAFF
  Description: See http://www.law.umn.edu/current/courseguide.html

Law 7021 CL: Special Education Director
  A-F only, 2-3 credit(s), max credits 6;
  Instructor: STAFF
  Description: Student may contact the instructor or department for information.

Law 7030 CL: Consumer Protection
  A-F only, 3-4 credit(s), max credits 8;
Law 7031 CL: Consumer Protection Directors
  A-F only, 2-3 credit(s), max credits 6;
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 7040 CL: Mediation
  A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
  Instructor: Zamoff, Mitchell Eliot
  Description: http://www.law.umn.edu/current/courseguide.html

Law 7092 CL: Bankruptcy Clinic
  A-F only, 1-4 credit(s), max credits 4;
  Instructor: STAFF
  Description: See http://www.law.umn.edu/current/courseguide.html

Law 7093 CL: Bankruptcy Clinic Director
  A-F only, 1-4 credit(s), max credits 4;
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 7098 CL: Indian Child Welfare Act
  A-F only, 1-7 credit(s), max credits 14;
  Instructor: STAFF
  Description: See http://www.law.umn.edu/current/courseguide.html

Law 7246 CL: Housing
  A-F only, 3 credit(s);
  Instructor: STAFF
  Description: Student may contact the instructor or department for information.

Law 7400 Clinic: Human Rights Litigation and International Legal Advocacy
  A-F only, 3-7 credit(s), max credits 14;
  Instructor: Green, Jennifer Mary
  Description: See http://www.law.umn.edu/current/courseguide.html

Law 7501 CL: Misdemeanor Clinic Director
  A-F only, 1-4 credit(s), max credits 4;
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 7551 CL: Misdemeanor Prosecution and Defense
  A-F only, 3-6 credit(s), max credits 6, 1 completion allowed;
  Instructor: Kappelhoff, Mark John
  Description: Student may contact the instructor or department for information.

Law 7572 Clinic: Federal Defense
  A-F only, 3 credit(s);
  Instructor: STAFF
  Description: http://www.law.umn.edu/current/courseguide.html

Law 7608 Independent Research
  A-F only, 1-18 credit(s), max credits 18, 4 completions allowed;
  Instructor: STAFF
  Description: Student may contact the instructor or department for information.

Law 7609 Independent Research--Field Placement Project
P-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Weissbrodt, David
Description: Student may contact the instructor or department for information.

Law 7675 CL: Child Advocacy
A-F only, 1-7 credit(s), max credits 7;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 7676 CL: Child Advocacy Director
A-F only, 1-4 credit(s), max credits 4;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 7842 CL: Immigration and Human Rights
A-F only, 2-7 credit(s), max credits 14;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 7850 CL: Public Interest Law
A-F only, 2 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Law 7860 CL: Business Law
A-F only, 2-4 credit(s), max credits 8;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 7950 CL: Tax Clinic
A-F only, 2-4 credit(s), max credits 4;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Law 7951 CL: Tax Clinic Director
A-F only, 1-4 credit(s), max credits 4;
Instructor: STAFF
Description: http://www.law.umn.edu/current/courseguide.html

Learning and Academic Skills  340 Appleby Hall

LASk 1001 Mastering Skills for College Success
2 credit(s);
Instructor: Tourek MA, Sam
Description: Student may contact the instructor or department for information.

LASk 1001 Mastering Skills for College Success
2 credit(s);
Instructor: Park, Nicole Lee
Description: Student may contact the instructor or department for information.

LASk 1001 Mastering Skills for College Success
2 credit(s);
Instructor: Punti, Gemma
Description: Student may contact the instructor or department for information.

LASk 1001 Mastering Skills for College Success
2 credit(s);
Instructor: Dade, Shari N.
**LASk 1001 Mastering Skills for College Success**  
2 credit(s);  
**Instructor:** Kim,Ryoka  
**Description:** Student may contact the instructor or department for information.

**LASk 1001 Mastering Skills for College Success**  
2 credit(s);  
**Instructor:** Li,Ziqiu  
**Description:** Student may contact the instructor or department for information.

**LASk 1101 Academic Refresher**  
S-N only, 1 credit(s);  
**Instructor:** Slattery,William Scott  
**Description:** Falling behind? Always playing `catch-up'? Received an academic alert? Stressed about how to make the grades you need? Sometimes academic progress doesn't go as planned and students struggle. LASk 1101 [Academic Refresher] is a Mid-Semester (Term B) course designed to assist students over the final 7 weeks of the semester who are experiencing concerns about their academic progress. Through individualized planning and course assignments, students work with academic success consultants to develop & put into action a personal plan for success. Course focus is mainly on reaching academic goals for the current semester, however, students also learn skills and strategies to build ongoing success.  
**Style:** 40% Lecture, 40% Discussion, 20% Small Group Activities.  
**Grading:** 35% special projects, 15% written homework, 25% attendance, 25% class participation.

**LASk 1101 Academic Refresher**  
S-N only, 1 credit(s);  
**Instructor:** Kim,Ryoka  
**Description:** Falling behind? Always playing `catch-up'? Received an academic alert? Stressed about how to make the grades you need? Sometimes academic progress doesn't go as planned and students struggle. LASk 1101 [Academic Refresher] is a Mid-Semester (Term B) course designed to assist students over the final 7 weeks of the semester who are experiencing concerns about their academic progress. Through individualized planning and course assignments, students work with academic success consultants to develop & put into action a personal plan for success. Course focus is mainly on reaching academic goals for the current semester, however, students also learn skills and strategies to build ongoing success.  
**Style:** 40% Lecture, 40% Discussion, 20% Small Group Activities.  
**Grading:** 35% special projects, 15% written homework, 25% attendance, 25% class participation.

**LASk 1102 Academic Success**  
S-N only, 2 credit(s), max credits 4;  
**Instructor:** Tourek MA,Sam  
**Description:** Student may contact the instructor or department for information.

**LASk 1102 Academic Success**  
S-N only, 2 credit(s), max credits 4;  
**Instructor:** Park,Nicole Lee  
**Description:** Student may contact the instructor or department for information.

**LASk 1102 Academic Success**  
S-N only, 2 credit(s), max credits 4;  
**Instructor:** Li,Ziqiu  
**Description:** Student may contact the instructor or department for information.

**Liberal Studies**  
**20 Ruttan Hall**

**LS 5100 Liberal Studies Seminar: Standing at the Threshold**  
A-F only, 2 credit(s), max credits 24, 24 completions allowed;  
**Instructor:** Neraas,Julie  
**Description:** Thresholds are one of the major themes in the world's mythic tales and teaching stories. They are hinge times, like the closing and opening of a door, when our entire past and the emerging future rise to meet each other, and
human culture is profoundly reordered. We are living in just such a time, and it is daunting. Everywhere we look there is
dramatic change, of a large order; in organizations and institutions, in the paradigms and assumptions that have anchored
us for a long time. These times requires us to embrace our lives and our sense of purpose in the largest possible way,
which is to say: in soul terms, which is what myths are about; the pathos of soul making. Learn from many across
disciplines about ways of framing these times by reading works by mythologists, environmentalists, poets, theologians, and
progressive leaders.

LS 5100 Liberal Studies Seminar: Design Thinking for Innovation
A-F only, 3 credit(s), max credits 24, 24 completions allowed;
Instructor: Singh,Virajita
Description: We are in a time of profound societal change between old ways of thinking and doing and new ways that are
still emerging. Innovation and new tools and process are needed to help make the change. Design thinking is a
tool/process of great promise for this transition. Using the techniques that designers have used for ages, it is now possible
for anyone who is willing to engage in creative thinking and action to participate in designing new ways of being and doing.
This seminar is designed to introduce you to the emerging field of design thinking and how it is inspiring creativity and
innovation at a local and national level. We will use immersion in writing, design and creativity exercises in class,
individually and in groups, as a means of understanding the design thinking process in action. No prior design experience
is required. Bringing insights and challenges from your particular disciplines to class discussions and activities is
encouraged.

LS 5100 Liberal Studies Seminar: Trends and Impacts in Arts and Cultural Leadership
A-F only, 3 credit(s), max credits 24, 24 completions allowed;
Instructor: Spehar,Kathleen Louise
Description: Student may contact the instructor or department for information.

LS 5100 Liberal Studies Seminar: Down to Earth: Food Sustainability
A-F only, 2 credit(s), max credits 24, 24 completions allowed;
Instructor: Lloyd,Roseann
Description: <b>Down to Earth: Food Sustainability Seen Through the Lens of Literature, Film, and Current Practitioners</b>
- Are you a vegan? Locavore? "Flexitarian"? Fast-food junkie? City gardener? Do you want to investigate making
change in your own life and/or changes for the planet? How does literature/film-making create change? Explore the current
state of food production in the U.S., critiques of the factory food system and alternatives, and read and/or view works by
nonfiction writers, poets, and film-makers to discover how art can represent issues around food. Works may include: the
nonfiction books Animal, Vegetable, Miracle by Barbara Kingsolver, Replenishing the Earth, by Wangari Mattai, and Eating
Animals, by Jonathan Safran Foer; essays by Wendell Berry and Vandana Shiva; poems by Elizabeth Alexander,
Gwendolyn Brooks, and Norita-Dittberner-Jax and others. Films include DIRT!, The Garden, and Manoomin. Speakers will
include local practitioners of alternative farming.

LS 5950 Special Topics: How Can We Manage To Be Happy?
A-F only, 1 credit(s), max credits 12, 3 completions allowed;
Instructor: Hasselberg,John M.
Description: <i>How Can We Manage to be Happy</i> - We are at our best when we are happiest and happiest when we
are at our best. Management bridges people, enabling us to build sustainable organizations and societies that foster
human flourishing. W. Edwards Deming insisted that creating "joy on the job" is the fundamental role of management.
David Cooperrider is lead developer of "A positive revolution in change: Appreciative Inquiry." As he and his colleagues
define it, "Appreciative Inquiry is about the co-evolutionary search for the best in people, their organizations, and the
relevant world around them." This evolution in post-positivist and social constructionist theories is a useful tool for building
happier organizations and societies. The Bhutanese prefer to see their country judged by how high they are on a Gross
National Happiness index rather than a Gross National Product index. This approach to socio-economic valuation is
gathering growing attention in other nations. Surveys have consistently shown that Danes are the happiest workers in the
world. To what can we attribute so much happiness in two disparate parts of the world? Explore what happiness is and how
conceptions of it and frameworks for it have evolved from Aristotle to today. Examine what it means to live happier and
more fulfilled lives; how to manage to find joy in our work and to help those whose work we are responsible for coordinating
to find it. Explore organizational, theoretical, and applied frameworks involved in fostering such a shift. This one credit
seminar will meet for one day with a paper due 3 to 4 weeks later.

LS 5950 Special Topics: Reconstructing 20th Century Russian Art
A-F only, 1 credit(s), max credits 12, 3 completions allowed;
Instructor: Ullan,Roslye B
Description: Impressions of the Common People: Reconstructing 20th Century Russian Art - Russian cultural
heritage represents the greatest potential of human creativity and accomplishment throughout its extensive history and into
the modern era from the literature of Tolstoy, Dostoevsky, Chekov, Nabokov, the music of Prokofiev and Stravinsky, to the
visual work of Repin, Kandinsky, Chagall, Malevich and Tatlin, to the enchanting Bolshoi Ballet. Its cultural innovative
history was interrupted by the Communist Party’s adaptation of a style identified as socialist realism and the establishment of a policy to control artistic expression. During Stalin’s reign, peripheral art was produced even though the artists were considered to be enemies of the state and punished, ignored or repressed for deviating from the official style. Despite suppression Russian Impressionist artists were influenced by French Impressionism, continued to produce work that would/could not be contained. Study original art at The Museum of Russian Art that depicts and celebrates the lives of the common people, their hopes, dreams, emotions, and the grandness of the landscape of Russia, along with industrialized scenes, and intimate portraits that reveal underlying tensions and struggles. Examine the art work within the historical context the political/social/economic transformation of the period, and do comparative critical analysis of socialist realist expression as contrasted with impressionism. How did the artists inventively negotiate challenges within the culture and begin to question the utopian message of the dominate government forces while creating uniquely aesthetic and expressively poignant art? This class will meet at the Museum of Russian Art, 5500 Stevens Ave, Minneapolis. A paper will be due approximately 3 weeks later.

**LS 5950 Special Topics: Humanity in Transition**

* A-F only, 1 credit(s), max credits 12, 3 completions allowed;
* **Instructor:** Thayer, Tryggi Brian
* **Description:** *Humanity in Transition* - Humans are using technology to outpace evolution and to guide the future capabilities of our species. Some technologies are exotic: brain chip implants, laboratory-grown limbs and organs, and selective forms of genetic engineering designed to promote life extension. Can today’s ordinary humans participate in these developments? The answer is Yes. Such “grass roots” participation can come about through a number of actions, including discovery-based reading about emerging human capabilities, planning and executing diet and exercise programs, and associating with organizations seeking to promote the growth of human capabilities. Explore all three of these approaches to human futures, with special emphasis on the literature of trans-humanity; diet and exercise; and connections with appropriate local and distant organizations. Each student will be invited to develop a “trans-me” profile of development activities designed to promote the expansion of his or her emergent capabilities. The result will be personal and team actions developing enhanced “trans-me” selves for today and tomorrow. This one credit seminar will meet for one day with a paper due 3 to 4 weeks after the meeting day.

**LS 5950 Special Topics**

* A-F only, 1 credit(s), max credits 12, 3 completions allowed;
* **Instructor:** Husom, David Harold
* **Description:** Student may contact the instructor or department for information.

**LS 5950 Special Topics: Humanity in Transition**

* A-F only, 1 credit(s), max credits 12, 3 completions allowed;
* **Instructor:** Harkins, Arthur M
* **Description:** *Humanity in Transition* - Humans are using technology to outpace evolution and to guide the future capabilities of our species. Some technologies are exotic: brain chip implants, laboratory-grown limbs and organs, and selective forms of genetic engineering designed to promote life extension. Can today’s ordinary humans participate in these developments? The answer is Yes. Such “grass roots” participation can come about through a number of actions, including discovery-based reading about emerging human capabilities, planning and executing diet and exercise programs, and associating with organizations seeking to promote the growth of human capabilities. Explore all three of these approaches to human futures, with special emphasis on the literature of trans-humanity; diet and exercise; and connections with appropriate local and distant organizations. Each student will be invited to develop a “trans-me” profile of development activities designed to promote the expansion of his or her emergent capabilities. The result will be personal and team actions developing enhanced “trans-me” selves for today and tomorrow. This one credit seminar will meet for one day with a paper due 3 to 4 weeks after the meeting day.

**LS 8001 Introduction to Interdisciplinary Inquiry**

* A-F only, 3 credit(s);
* **Instructor:** Gonzalez, Anita
* **Description:** Required introductory seminar for admitted MLS students. Emphasizes what individual students need to know or be able to do to successfully complete his or her individually crafted interdisciplinary program, including critical thinking, clear writing, and interdisciplinary research.

**LS 8002 Final Project for Graduate Liberal Studies**

* A-F only, 3 credit(s);
* **Instructor:** Johnson, Jack K
* **Description:** Required seminar for admitted MLS students. Students synthesize and complete their final project.

**LS 8100 Advanced Interdisciplinary Inquiry**

* A-F only, 1-3 credit(s), max credits 5;
Instructor: Gustafson, DonnaMae J
Description: Provides readings and discussion designed to assist in the shaping and focusing of the final project in a workshop format. While time is spent discussing the specific project each student is designing, attention will also be focused on key ideas of various disciplines and influential thinkers. Emphasis will be placed on developing critical and interdisciplinary themes for the final project. Students, in consultation with the instructor and/or advisor (if one has been chosen), should calculate the number of credits (1-3) to take in relation to the amount of work they need to do to prepare for the final project seminar.

Linguistics  S205 Elliott Hall

Ling 1701 Language and Society
4 credit(s);
Instructor: STAFF
Description: When you talk, you give out clues about who you are and where you come from. Sociolinguists have found that patterns of language use are affected by age, gender, socioeconomic status, ethnicity, and other aspects of people and situations. This course reflects on the relationship between language and such social variables. We will also examine multilingual situations such contact between speakers of different languages, and their implications for language loss and language change. Implications of sociolinguistic findings for educators will also be discussed.
Grading: 20% mid exam, 20% final exam, 20% reports/papers, 40% reflection paper.

Ling 1701 Language and Society
4 credit(s);
Instructor: Olsen, Caroleedith
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The course introduces you to the ways in which sociolinguists study language and what we know about linguistic behavior across languages and cultures. Understanding the relationship between language and society offers a window into human behavior that can enhance almost any endeavor, from teaching, to traveling, to falling in love. At the conclusion of this course, you should be able to: --identify the features of language that vary with context, and how they vary; --identify the social dimensions that affect language choices; --understand how social and linguistic variables interact and result in particular ways of speaking; --distinguish how these variables and their consequences are instantiated in a variety of cultures; and --evaluate sociolinguistic data and discussion.
Style: Online with handwritten exams
Grading: 25% mid exam, 25% final exam, 15% reports/papers, 35% written homework.
Exam Format: Two supervised, in-person (not online) exams.

Ling 1905 Freshman Seminar: Linguistics and Biology
3 credit(s), max credits 6;
Instructor: Gundel, Jeanette K
Description: The connection between linguistics (the scientific study of human language) and biology (the scientific study of life and living forms) has a long history, but the nature of the connection has changed over the centuries. Many, if not most, contemporary linguists view language as part of human cognition, rooted in an innate predisposition to acquire language and biologically predetermined constraints on the formal properties of what can be acquired. But it hasn’t always been that way. Before the Chomskian revolution in linguistics in the early 1960’s, study of the connection between linguistics and biology was largely restricted to the study of the anatomical properties of the human vocal tract that are involved in the articulation of speech sounds across languages, including the role of evolution of the human vocal tract in making human speech sounds and their use in human language possible. Other connections included the metaphorical borrowing of terms from biology for linguistic concepts, such as ‘genetic? relationships between related languages that could be grouped into ‘language families?, whose members shared the same ‘ancestor language?. In recent decades, however, the relation between linguistics and biology has begun to focus on the biological basis of human language and more recently to the existence of ‘language genes?, and connections between the evolution of language and evolution of the human brain. There has also been some influence of linguistic methodology and models on the field of biology, with researchers proposing similarities between generative models of linguistic codes (i.e. grammars) and the genetic code. In this class, we will examine the connection and relationship between linguistics and biology over time, with specific focus on the direction of the influence and how this reflects development of the field of linguistics and the nature of cross-disciplinary connections and influences in general.

Ling 3001 Introduction to Linguistics
4 credit(s); Credit will not be granted if credit has been received for: LING 3001H; Meets CLE req of Social Sciences
Instructor: STAFF
Description: This course is a general introduction to the various subfields of linguistics, the discipline devoted to the nature of human language, its basis in cognition, and its role in human affairs. The main emphasis in the course will be on the
structural components of language: syntax (phrase and sentence structure), morphology (word structure), phonology (sound structure), and semantics/pragmatics (meaning). Students will learn about how human languages can differ from one another and how they are alike; they will also learn basic techniques for describing and analyzing linguistic data through working on examples taken from various languages of the world. An understanding of structural components of language will also serve as the basis for an introduction to subfields of linguistics concerned with how languages change over time (historical linguistics, the nature and cause of regional and social variation and diversity within a given language (sociolinguistics), how languages are learned by children and by adults learning a second language (language acquisition), and the biological basis of language in the brain (neurolinguistics). The course will be conducted through lectures and discussions. Course requirements include regular assignments, a midterm and a final. Target audience is anyone with an interest in the nature of human language.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 30% mid exam, 35% final exam, 35% problem solving.

**Exam Format:** Short answer

---

**Ling 3052V Honors: Thesis**

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

**Instructor:** STAFF

**Description:** A continuation of Ling 3051H, with emphasis on writing final version of thesis. Audience: CLA Honors Linguistics majors.

**Style:** independent research, writing

**Grading:** 100% reports/papers.

---

**Ling 3601 Historical Linguistics**

3 credit(s); 3001 or instr consent

Credit will not be granted if credit has been received for: LING 5601;

**Instructor:** STAFF

**Description:** Languages change. How they do, why they do, and what we can learn form studying these changes are the central topics of this course. There will be weekly reading and assignments from the text, R.L. Trask's Historical Linguistics. By the end of the course you will not only know major tendencies of phonological, semantic, lexical, morphological, and syntactic change and some explanations for them, you will also understand some of the specifics of the history of English back to Proto-Indo-European.

**Style:** 50% Lecture, 30% Discussion. small group work and student presentations

**Grading:** 20% mid exam, 40% final exam, 15% quizzes, 5% in-class presentation, 5% class participation, 15% problem solving.

---

**Ling 4002 Linguistic Analysis**

3 credit(s);

**Instructor:** Marcotte, Jean-Philippe

**Description:** This post-introductory course has three goals: improving problem-solving techniques for morphological, phonological, and syntactic analysis; learning to present detailed, complete solutions to analysis problems using the descriptive and explanatory concepts of generative linguistics; exposing students to a range of different grammatical phenomena from a range of different languages.

**Style:** 25% Lecture, 75% Small Group Activities.

**Grading:** 33% final exam, 67% written homework.

**Exam Format:** Problems comparable to the ones given on assignments

---

**Ling 4201 Syntax I**

3 credit(s); 3001 or 3001H or 5001 or instr consent

Credit will not be granted if credit has been received for: LING 5201;

**Instructor:** Halpert, Claire Danielle

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

---

**Ling 4302W Phonology I**

3 credit(s); 3001 or 3001H or 5001 or instr consent

Credit will not be granted if credit has been received for: LING 5302; Meets CLE req of Writing Intensive

**Instructor:** Karvonen, Daniel

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

---

**Ling 4901W Major Project Seminar**

S-N only, 3 credit(s); Meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** This class will provide support for the completion of the senior project /Honors Thesis in Linguistics, by analyzing the structure and organization of linguistics papers and providing a forum for discussion of developmental
stylistic aspects of the writing process. Students must come to the first class with a project, preferably a previously written course paper that they would like to expand and revise. In case the project does not involve the expansion of a previously written course paper, students are expected to have with them a 6-8 page proposal, outlining the issue(s), previous studies, and the project plan. Target audience: Junior and Senior Linguistics majors.

**Style:** 50% Discussion, 30% Small Group Activities, 20% Student Presentation. Independent research and writing.

**Grading:** 50% reports/papers. 50% class activities

**Exam Format:** None

Ling 5201 Syntactic Theory I

3 credit(s); 3001 or 3001H or 5001 or instr consent
Credit will not be granted if credit has been received for: LING 4201;
Instructor: Soh, Hooi Ling

**Description:** This course is an introduction to syntax: the study of how words are organized into phrases and sentences. The objective is to introduce students to basic concepts and issues in current syntactic theory within the Principles and Parameters approach. We will focus on our knowledge of the structure of phrases and sentences, how such knowledge is represented, and what it reveals about the nature of human language. The course will be conducted through lectures and discussions. Course requirements include regular problem sets, a paper proposal, a final course paper and an in-class presentation of the paper. Target audience is graduate students in linguistics and related disciplines as well as undergraduate Honors students.

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

**Grading:** 30% mid exam, 40% final exam, 30% problem solving.

**Exam Format:** short answer

Ling 5206 Linguistic Pragmatics

3 credit(s);
Instructor: Reese, Brian Jon

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

Ling 5302 Phonological Theory I

3 credit(s); 3001 or 3001H or 5001 or instr consent
Credit will not be granted if credit has been received for: LING 4302W;
Instructor: Lubowicz, Anna

**Description:** This course is an introduction to the theory of phonology. We will investigate sound systems of languages as diverse as English, Hindi, and Turkish, and see that they actually have a great deal in common. The focus will be on prosody, distinctive features, regimental phonology, and the interaction of phonology with syntax and morphology. We will look at formal ways to describe sound systems and get acquainted with the major issues in contemporary phonological theory.

Ling 5601 Historical Linguistics

3 credit(s); 3011 or 3011H or 5001Credit will not be granted if credit has been received for: LING 3601;
Instructor: Schueler, David

**Description:** In this course, we study the phenomenon of language change. Languages change in all of the dimensions by which languages differ in general: sound structure, morphological compositions, syntactic structure, lexical meaning, and others. We learn the patterns which language change tends to exhibit, and what the similarities and differences among related languages (languages which descend from a common ancestor) can tell us about how languages have changed since the distant past. Students will compete weekly assignments analyzing language change data, and complete a midterm exam and a final research paper.

Ling 5801 Introduction to Computational Linguistics

3 credit(s);
Instructor: Reese, Brian Jon

**Description:** This course is an introduction to the application of computational methods to natural languages, with a focus on both theoretical-linguistic issues and practical applications. Every level of linguistic organization is covered, including phonology, morphology, syntax, semantics and pragmatics. Specific topics include computational morphology and phonology, part-of-speech tagging, parsing, computational semantics, word sense disambiguation, coreference resolution and the analysis of discourse and dialogue. The course also introduces the basic formal tools in symbolic approaches to computational linguistics, such as regular expressions and finite-state automata, context-free grammars, feature structures and unification, in addition to recent corpus-based and stochastic methods.

**Style:** 70% Lecture, 20% Discussion, 10% Student Presentation.

**Grading:** 20% final exam, 30% reports/papers, 35% written homework, 5% attendance, 10% in-class presentation.

Ling 5900 Topics in Linguistics: Analogy in Language and Cognition
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Kac, Michael B
Description: This course will be devoted to the subject of analogy, primarily as it applies to language but with some attention to other cognitive domains. Our main source will be the recent book Analogy as Structure and Process by Esa Itkonen (John Benjamins 2005).
Style: 60% Lecture, 40% Discussion.
Grading: 100% reports/papers.

Ling 5900 Topics in Linguistics: Language and Gender
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Sheldon PhD, Amy
Description: Language and Gender Taught with Anth 5980. Prereq: Introduction to Linguistics, Introduction to Linguistic Anthropology, or equivalent. Description: Description: Language and Gender Taught with Anth 5980. Prereq: Introduction to Linguistics, or Introduction to Linguistic Anthropology, or the equivalent, or instr consent, 3 credits, Instructor: Sheldon, Amy
Description: This course will critically examine whether and how language and communicative practices construct and represent normative and non-normative sexualities and genders. Possible topics: gender socialization through language; genderlects; gender as binarity or multiplicity; gender as linguistic stylization; language issues in LGBT communities; sexist and nonsexist language; language reform; conversational and rhetorical practices that create dominance, subordination, silencing and resistance. Language contexts include, but are not limited to: everyday conversational interactions that create personal relationships, personal narratives, talk in public spaces (e.g., radio/TV/print media, classrooms, workplaces, online language), etc. Students will observe their own and others’ everyday speech and will work with found or recorded examples. Term projects can be started early and developed with guidance across the semester. The focus is on English but comparisons across languages are welcome. Moodle enhanced. Electronic reserves and text. If you have questions, please contact Professor Amy Sheldon, asheldon@umn.edu Moodle enhanced. Electronic reserves and text. If you have questions, please contact Professor Amy Sheldon, asheldon@umn.edu
Style: 20% Lecture, 25% Discussion, 30% Small Group Activities, 20% Student Presentation, 5% Demonstration.
Grading: 50% reports/papers, 20% written homework, 10% attendance, 10% in-class presentation, 10% class participation. No exams.
Exam Format: n.a.

Ling 5900 Topics in Linguistics: Language Planning and Language Policy
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Koffi, Ettien N'Da
Description: Language is more than an instrument for interpersonal communication. It is a capital, a resource, an investment. Language is power. Consequently, it needs to be planned for better utilization. This course is designed to introduce students to the issues and policies involved in language planning, modernization, and revitalization. As such, the course covers sociolinguistics, economics, history, law in so far as minority and immigrant languages are concerned.
Grading: 30% mid exam, 30% final exam, 10% attendance, 10% class participation. Paper for Graduate students - 20% Report for Undergraduate students - 20%

Ling 5993 Directed Study
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Reese, Brian Jon
Description: Student may contact the instructor or department for information.

Ling 5993 Directed Study
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Gundel, Jeanette K
Description: Student may contact the instructor or department for information.

Ling 5993 Directed Study
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Soh, Hooi Ling
Description: Student may contact the instructor or department for information.

Ling 5993 Directed Study
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Marcotte, Jean-Philippe
Description: Student may contact the instructor or department for information.

Ling 5993 Directed Study
1-3 credit(s), max credits 10, 10 completions allowed;
Instructor: Schueler, David
Description: Student may contact the instructor or department for information.

Ling 8005 Research Paper Workshop
S-N only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Reese, Brian Jon
Description: Student may contact the instructor or department for information.

Ling 8106 Field Methods in Linguistics II
4 credit(s), max credits 8;
Instructor: Halpert, Claire Danielle
Description: Student may contact the instructor or department for information.

Ling 8210 Seminar in Syntax
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Soh, Hooi Ling
Description: This seminar focuses on the syntax of aspect, which is concerned with descriptions of events and states and their development over time. We will discuss concepts and principles that have been of central significance in recent developments in the theory of aspect. We will examine syntactic analyses of aspect, and consider similarities and differences across languages in how aspectual meanings are expressed. Students will be introduced to primary literature in syntax and the interface between syntax and semantics, and will be expected to engage in primary research.
Style: 100% Discussion.
Grading: 60% reports/papers, 15% journal, 25% other evaluation. Grade: 1 Research Paper: 60% (includes research proposal, abstract, in-class presentation, final paper); 1 Remarks and Replies/?Snippets?-like Article: 20%; Abstract of 1 course reading: 5%; Syntax Diary: 15%

Ling 8888W Thesis Credit Dissertation Seminar
No Grade, 1-3 credit(s), max credits 24, 24 completions allowed;
Instructor: Reese, Brian Jon
Description: Student may contact the instructor or department for information.

Ling 8900 Seminar: Topics in Linguistics
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Kac, Michael B
Description: Student may contact the instructor or department for information.

Ling 8991 Independent Study
1-4 credit(s), max credits 15, 15 completions allowed;
Instructor: Reese, Brian Jon
Description: Student may contact the instructor or department for information.

Ling 8991 Independent Study
1-4 credit(s), max credits 15, 15 completions allowed;
Instructor: Gundel, Jeanette K
Description: Student may contact the instructor or department for information.

Ling 8991 Independent Study
1-4 credit(s), max credits 15, 15 completions allowed;
Instructor: Soh, Hooi Ling
Description: Student may contact the instructor or department for information.

Ling 8991 Independent Study
1-4 credit(s), max credits 15, 15 completions allowed;
Instructor: Schueler, David
Description: Student may contact the instructor or department for information.

Ling 8991 Independent Study
1-4 credit(s), max credits 15, 15 completions allowed;
Instructor: Halpert, Claire Danielle
Description: Student may contact the instructor or department for information.
Mgmt 1001 Contemporary Management  
A-F only, 3 credit(s);  
Instructor: Hydrie,Yelena  
Description: Student may contact the instructor or department for information.

Mgmt 1001 Contemporary Management  
A-F only, 3 credit(s);  
Instructor: Li,Min  
Description: Student may contact the instructor or department for information.

Mgmt 1001 Contemporary Management  
A-F only, 3 credit(s);  
Instructor: Falink,Amy  
Description: Student may contact the instructor or department for information.

Mgmt 1001H Honors: Contemporary Management  
A-F only, 3 credit(s);  
Instructor: Li,Min  
Description: Student may contact the instructor or department for information.

Mgmt 1005 Corporate Responsibility and Ethics  
A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics  
Instructor: Maitland, Ian Hamilton  
Description: Student may contact the instructor or department for information.

Mgmt 3001 Fundamentals of Management  
A-F only, 3 credit(s);  
Instructor: Fine, Alan Raymond  
Description: Student may contact the instructor or department for information.

Mgmt 3001 Fundamentals of Management  
A-F only, 3 credit(s);  
Instructor: Fox, Isaac J  
Description: Student may contact the instructor or department for information.

Mgmt 3001 Fundamentals of Management  
A-F only, 3 credit(s);  
Instructor: Kaiser, David  
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. This course is designed for students who intend to work in a business environment. You will begin by learning the basic concepts and terminology of management. As you progress through the course materials, you will begin to understand the components of a manager's job as he or she analyzes and chooses options to benefit the organization. By the time you complete this course, you will begin to understand how the components of a manager's job come together in effective leadership and communication to manage people.  
Style: 100% Web Based.  
Grading: See attached syllabus  
Exam Format: Online exams

Mgmt 3001 Fundamentals of Management  
A-F only, 3 credit(s);  
Instructor: Jones, Stephen Lloyd  
Description: Student may contact the instructor or department for information.

Mgmt 3004 Business Strategy  
A-F only, 3 credit(s); CSOM, soph or jr Credit will not be granted if credit has been received for: MGMT 4004W;  
Instructor: Benner, Mary Jo
Mgmt 3004 Business Strategy
A-F only, 3 credit(s); CSOM, soph or jr
Credit will not be granted if credit has been received for: MGMT 4004W;
Instructor: Cohen, Anne Noelle
Description: Student may contact the instructor or department for information.

Mgmt 3004 Business Strategy
A-F only, 3 credit(s); CSOM, soph or jr
Credit will not be granted if credit has been received for: MGMT 4004W;
Instructor: Forbes, Daniel P
Description: Student may contact the instructor or department for information.

Mgmt 3010 Introduction to Entrepreneurship
A-F only, 4 credit(s);
Instructor: STAFF
Description: This course provides an overview to students regarding the role of entrepreneurship in our economy and to the process of new venture creation. The course is intended to broadly introduce the set of skills known to have an impact on entrepreneurial success. The students are introduced to various forms of entrepreneurial pursuits including independent start-ups, venturing within established organizations, franchising, and acquiring existing businesses. The course is delivered through formal lecture, guest speakers, group work and a variety of experiential exercises. Key learning objectives: (1) Provide exposure to the role of entrepreneurs in society and potential career paths, (2) Develop individual self-assessment of entrepreneurial interests and capabilities, (3) Examine the new venture creation process and key challenges of launching and growing new businesses, (4) Understand what skills are needed to become an entrepreneur, and (5) Begin to develop the foundational skills required to successfully embark on an entrepreneurial career, such as problem-solving under uncertainty, decision-making with incomplete information, opportunity identification, communication, innovation processes, sales, negotiations, recruitment and staffing, and leadership.

Mgmt 3033V Honors: Business Communication
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Littlefield, Holly A
Description: This section of Mgmt 3033 Business Communication will focus on important business communications concepts like audience analysis, persuasion, correspondence, discussion, presentations, and visual aids. The course will begin by covering these basics. Then you will apply these basics while working in small teams to complete a project for a local non-profit, small community business, or service organization. You will have some choice as to what project you would like to select. You will meet a few times with representatives from that organization, but this is not traditional volunteering. Instead you will be completing a project for the organization the way that an outside consulting team might. Some examples of projects might include creating a marketing plan for the organization, designing a website, surveying clientele to provide customer service recommendations, creating a database, writing brochures, fliers, or other literature, developing a plan to recruit volunteers or new employees. Benefits of taking this section include working with non-profits and small businesses, doing real-life projects, creating documents and projects that will actually be used and can be shown to perspective employers, taking part in community activities, working with diverse groups of people, and becoming aware of community issues and concerns. There is one, outside of class, required lab session for this course.
Style: 20% Lecture, 80% Discussion.
Grading: 10% mid exam, 15% reports/papers, 50% special projects, 15% in-class presentation, 10% class participation.
Exam Format: essay

Mgmt 3033W Business Communication
A-F only, 3 credit(s); Fr composition, CSOM upper-div, at least 60 cr credit will not be granted if credit already received for: BA 3033W or 3033V
Credit will not be granted if credit has been received for: IBUS 3033W; Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Mgmt 3033W Business Communication
A-F only, 3 credit(s); Fr composition, CSOM upper-div, at least 60 cr credit will not be granted if credit already received for: BA 3033W or 3033V
Credit will not be granted if credit has been received for: IBUS 3033W; Meets CLE req of Writing Intensive
Instructor: Littlefield, Holly A
Description: Mgmt 3033--Business Communications fosters students’ communication and analytical skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. The course combines writing and speaking into a single,
Mgmt 3900 International Business Communication
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Littlefield, Holly A
Description: The goal of this course is to help students understand the impact of culture and communication on business interactions around the world. This discussion-based course should help you: 1) Understand the dynamics of business communication in a culturally diverse world. 2) Understand the major processes, theories, and concepts of international business communication. 3) Recognize the influence of cultural factors on international business communication. 4) Minimize ethnocentrism and maximize mutual respect for other cultures. 5) Develop a mindset that is conducive to communicating effectively in the culturally diverse world of international business. 6) Develop strategies and techniques that facilitate effective communication in the global world of business. Cultural studies and cross-cultural communication is a complex, multidisciplinary field. The course focuses on business culture and cross-cultural communication in a business context rather than on general country or regional cultural issues.
Style: 20% Lecture, 60% Discussion, 15% Small Group Activities, 5% Student Presentation.
Grading: 20% final exam, 30% reports/papers, 5% quizzes, 25% in-class presentation, 20% class participation.

Mgmt 3602 Topics: Environmental Regulations
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESPM 3602; Meets CLE req of Writing Intensive
Instructor: Adams, Georjean L
Description: Students will learn the basic principles and evolution of US environmental regulatory development and implementation. The course will explore the perspectives of the various stakeholders concerned with regulatory and non-regulatory responses to the perceived threats to environmental health. Students will gain insight into the ethical, scientific, political and economic issues corporations need to deal with in achieving successful environmental management.
Style: 10% mid exam, 40% reports/papers, 5% quizzes, 30% in-class presentation, 15% class participation.

Mgmt 3033W Business Communication
A-F only, 3 credit(s); Fr composition, CSOM upper-div, at least 60 cr credit will not be granted if credit already received for: BA 3033W or 3033VCredit will not be granted if credit has been received for: IBUS 3033W; Meets CLE req of Writing Intensive
Instructor: Syverson MA, JoAnn
Description: BA 3033—Business Communications fosters and enhances students' cognitive abilities and communication skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. BA 3033, Business Communications combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. This course introduces 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; Employ the persuasive strategies most effective in writing and speaking situations; Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; Demonstrate effective nonverbal communication skills; Critically judge information and information sources; Build sound arguments, using data and logic, when delivering a persuasive message; Use technology to increase the effectiveness of communication.
Style: 20% Lecture, 80% Discussion.
Grading: 10% mid exam, 40% reports/papers, 40% in-class presentation, 10% class participation.

Mgmt 3040 Understanding the International Environment of Firms: International Business
A-F only, 2 credit(s);
Instructor: Singh, Gurneeta Vasudeva
Description: Student may contact the instructor or department for information.

Mgmt 3033W Business Communication
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Littlefield, Holly A
Description: The goal of this course is to help students understand the impact of culture and communication on business interactions around the world. This discussion-based course should help you: 1) Understand the dynamics of business communication in a culturally diverse world. 2) Understand the major processes, theories, and concepts of international business communication. 3) Recognize the influence of cultural factors on international business communication. 4) Minimize ethnocentrism and maximize mutual respect for other cultures. 5) Develop a mind-set that is conducive to communicating effectively in the culturally diverse world of international business. 6) Develop strategies and techniques that facilitate effective communication in the global world of business. Cultural studies and cross-cultural communication is a complex, multidisciplinary field. The course focuses on business culture and cross-cultural communication in a business context rather than on general country or regional cultural issues.
Style: 20% Lecture, 60% Discussion, 15% Small Group Activities, 5% Student Presentation.
Grading: 20% final exam, 30% reports/papers, 5% quizzes, 25% in-class presentation, 20% class participation.
Mgmt 4000 Issues in Nonprofit Management
A-F only, 4 credit(s);
Instructor: Spruth, Steve
Description: Student may contact the instructor or department for information.

Mgmt 4008 Entrepreneurial Management
A-F only, 4 credit(s);
Instructor: Forbes, Daniel P
Description: This course focuses on the management of new ventures after the point of founding. It explores how business models change from start-up through maturity, as well as key challenges at each stage of growth. Issues include managing within constraints, developing alliances, mobilizing human and financial resources and revising the business plan over time in response to new information.

Mgmt 4040 Negotiation Strategies
A-F only, 4 credit(s);
Instructor: Duffy, Michelle Kathleen
Description: Student may contact the instructor or department for information.

Mgmt 4050 Management of Innovation and Change
A-F only, 2 credit(s);
Instructor: Spruth, Steve
Description: MGMT 4050: Management of Innovation and Change This course focuses on the process of creating innovative new businesses or entrepreneurial ventures. Special attention is paid to understanding the sequence of events that typically unfold among individuals, groups, organizations, and industries as innovations develop from concept through implementation, and what paths along this journey are likely to lead to success and failure. The course is based on concepts and findings from the Minnesota Innovation Research Program and other research studies. Special emphasis is given to understanding the development of organizational learning, leadership, external relationships, infrastructure and implementation during the innovation journey. This course also provides training in diagnostic methods for analyzing cases or problems, arguing proposals, evaluating conceptual models, and implementing solutions. Students get opportunities to apply course topics and methods by diagnosing a case of innovation or entrepreneurial of their own choosing. By learning these concepts and methods students can increase their odds of successfully maneuvering organizational innovation and change journeys.
Style: 20% Lecture, 30% Discussion, 10% Small Group Activities, 20% Student Presentation, 10% Guest Speakers, 10% Web Based.
Grading: 50% special projects, 25% in-class presentation, 25% class participation.

Mgmt 4170W New Business Feasibility and Planning
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Beil, Frank J
Description: This course takes students through the process of new business opportunity identification and development. Students will identify and assess new business opportunities, by conducting feasibility analyses, and will further develop a new business idea through the creation of a formal business plan. The course involves a significant amount of outside work, as students are required to gather information about the feasibility of a particular business idea not only through the acquisition of secondary data but also by contacting potential customers, suppliers and other sources of primary data relevant to their business idea. The course also involves writing skills development, as it pertains to the production of a business plan, as students are required to produce a feasibility analysis documents as well as several drafts and a final version of a formal business plan.

Mgmt 4172 Entrepreneurship in Action II
A-F only, 4 credit(s);
Instructor: Stavig, John
Description: This course requires students to conceive, launch, and operate a real business. Students gain hands-on experience with all functional aspects including strategy, sales, marketing, finance, accounting, operations, human resources, supply chain and information technology. The course runs for two semesters, typically during a student’s senior year. In the fall, students identify a business opportunity, develop the concept, determine the resources required, and acquire the resources to launch the business. In the spring, the students implement the business plan, manage the business, and determine the exit strategy. NOTE: Application and 2-semester participation required.

Mgmt 6004 Negotiation Strategies
A-F only, 2 credit(s);
Instructor: Benraouane, Sid A.
Description: Course Description This course is designed to provide students with an opportunity to learn about negotiation
strategies. Managers and leaders in modern organizations are faced with a variety of settings, in which they have to
develop a process of negotiating with a variety of stakeholders: employees, suppliers, alliance partners, owners and
investors, unions, and customers. While with some partners managers are in direct negotiation, with other partners,
managers engage in a subtle negotiation and indirect bargaining. Through a variety of reading, text analysis, discussion
and debate, our goal in this class is to understand the process and the context of negotiation, while at the same time
develop a negotiation competency that would allow us to use negotiation tactics effectively. Course Format This course will
be conducted entirely via Internet. The course is offered in an asynchronous mode, which means that the reading, the
questions and the discussion will be all posted online. No face to face meeting and no synchronous (real time virtual)
meeting. Requirements Weekly online participation: Between 600-900 words per week (40%) Final online quiz: (30%) Final
project (A paper or a case analysis 6-8 pages) (30%)

Mgmt 6004 Negotiation Strategies
A-F only, 2 credit(s);
Instructor: Li,Min
Description: Student may contact the instructor or department for information.

Mgmt 6031 Industry Analysis and Competitive Strategy
A-F only, 4 credit(s);
Instructor: Fox,Isaac J
Description: Student may contact the instructor or department for information.

Mgmt 6032 Strategic Alliances
A-F only, 2 credit(s);
Instructor: Madzar,Svjetlana
Description: Student may contact the instructor or department for information.

Mgmt 6033 Managing the Strategy Process
A-F only, 2 credit(s);
Instructor: Fox,Isaac J
Description: Student may contact the instructor or department for information.

Mgmt 6034 Strategic Leadership
A-F only, 2 credit(s);
Instructor: Pavone,Carla
Description: Student may contact the instructor or department for information.

Mgmt 6035 Complex and Cross-Cultural Negotiations
A-F only, 2 credit(s);
Instructor: Vaaler,Paul Martin
Description: Effective negotiation is quintessential to business success. We tend to think of negotiations in domestic and
dyadic settings where the two actors are firms motivated by commercial aims. But really ?big deals? are often more
complex. They cross cultural and political borders. They involve many actors, some of whom are not motivated by
commercial aims. This course helps you analyze and exploit these dimensions in high-stakes settings. Learn how ?
foreign firm negotiating the terms of a multi-year, multi-million dollar investment with a host-country government vulnerable
to ouster at the next election. Learn how to translate the commercial aims of business into dimensions attractive to
investors, employees, regulators and other stakeholders vital to the long-term success of an investment project. Come
away with fundamental principles and tactics for getting complex deals negotiated successfully and serving your firm as a
valued corporate diplomat in the global economy.
Style: 30% Lecture, 70% Discussion.
Grading: Two 2-3 page answers to class discussion questions (2 x 10% = 20%); three 5-6 page reflection papers on
previous class case simulation role-playing and discussion (3 x 20% = 60%); class attendance and participation (20%).

Mgmt 6040 International Strategy and Organization
A-F only, 2 credit(s);
Instructor: Madzar,Svjetlana
Description: Student may contact the instructor or department for information.

Mgmt 6050 Management of Innovation and Change
A-F only, 2 credit(s);
Instructor: Spruth,Steve
Mgmt 6084 Management of Groups  
A-F only, 2 credit(s);  
Instructor: Madzar, Svetlana  
Description: Student may contact the instructor or department for information.

Mgmt 6100 Topics in Management: Strategic Mgmt of Intellectual Property  
A-F only, 2 credit(s), max credits 4;  
Instructor: Vaaler, Paul Martin  
Description: Firms competing in a knowledge economy depend increasingly on intellectual property ("IP"): patents, trademarks, copyrights, trade secrets, domain names. Adroit firms understand that IP-based competition demands close coordination between legal and strategic management executives. SMIP introduces you to fundamental IP concepts, competitive strategies and public policy challenges from legal and strategic management perspectives. Learn how the scope of IP protection and legal weaponry to vindicate IP rights has changed substantially in the past 15 years. Learn how IP management fits within a broader strategy for sustained profitability in high-tech industries. Learn how firm IP strategy to limit competitors is reconciled with antitrust policies promoting competition. Learn how managers price IP-protected products and services differently in developed versus developing economies. Come away with legal and managerial tools for applying IP-based strategies that will advance your firm and career.  
Style: 30% Lecture, 70% Discussion.  
Grading: 40% final exam, 30% quizzes, 30% class participation.  
Exam Format: Final will be a take-home exam.

Mgmt 6305 The International Environment of Business  
A-F only, 4 credit(s);  
Instructor: Singh, Gurneeva Vasudeva  
Description: Student may contact the instructor or department for information.

Mgmt 6402 Integrative Leadership: From Theory to Practice  
A-F only, 3 credit(s); MBA student  
Credit will not be granted if credit has been received for: PA 5105;  
Instructor: Quast, Louis Neumann  
Description: This is an interdisciplinary, 3-credit seminar led by co-instructors from multiple schools of the university. Students will: a) learn to recognize and diagnose integrative leadership challenges and opportunities; b) build their own capacities to practice integrative leadership through group work in individualized peer-to-peer coaching in diverse teams and through being exposed to a range of boundary work practices; and c) gain better knowledge of the leadership contexts within their own profession and in other sectors. We emphasize contexts for integrative leadership at five basic levels: within individuals, within and across groups, within and across organizations, within and across sectors, and at the societal scale. Learning occurs through reading foundational materials, personal leadership coaching, engaging extensively with examples from guest speakers and case materials, developing a group capstone project on integrative leadership, and iteratively coproducing an understanding of what integrative leadership is. Requirements: - that the student be in the MBA or EMBA program OR - that the student be a master's student in the Humphrey who has taken PA 5011 or PA 5941 or obtains instr consent [this rule is in place for registration for the PA section of the course, PA 5105] OR - that the student obtain the instructor's consent  
Style: 15% Lecture, 20% Discussion, 25% Small Group Activities, 10% Student Presentation, 15% Guest Speakers, 15% Web Based.

Mgmt 8101 Theory Building and Research Design  
4 credit(s);  
Instructor: Van de Ven, Andrew Henry  
Description: Course Overview This course focuses on problem formulation, conceptual modeling, theory building, and research design. It is geared for the doctoral student in the social and behavioral sciences—especially those wanting to become proficient in conducting research on managerial and organizational problems. MGMT 8101 is a core methods course for Ph.D. students in the Strategic Management and Organizations doctoral program, and by courtesy for Ph.D. students in other social science disciplines. Course Goals The outcome-based education objective of this course is that you develop a good research proposal, as would be necessary to undertake a research project or a dissertation. Four key activities are emphasized in conducting a study: problem formulation, theory building, research design, and problem solving. Each class session examines one of these four activities, and begins with an introduction to the substantive and methodological issues involved in performing each research activity. This introduction is supplemented with a few key readings. Working knowledge of the subject matter is gained by developing a research proposal on a problem or issue of the student's choosing. The instructor and peer students review and provide feedback on ways to improve research proposals. You will be asked to revise your proposal several times until it is judged to be of sound conceptual quality and operational clarity. After the outcome-based learning objective is achieved in this course, it is expected you will actually implement your research proposal either as a research project or as an initial draft of your dissertation. Prerequisites Upon
entering the course we expect you to have a research question, problem, or topic in mind that you will use to develop a research proposal during the course. As one student stated, "I would have made far more progress in this course and felt much better had I come in with a fairly well defined problem to examine." You need a research problem/question in order to get on with the tasks of learning and practicing skills of theory building and research design in one semester. This research problem does NOT have to be your dissertation. In fact it is better to select a less important and less-challenging problem on which you can practice your research skills. During the first class, you will be asked to introduce yourself to others by describing the research question, problem, or topic you intend to pursue during the course. We also assume that you have taken a graduate-level course in statistics, since there is no intent to cover the analysis of variance or regression techniques that are related to theory building and research design.

Mgmt 8404 Topics in Strategy I
  A-F only, 4 credit(s), max credits 16;
  Instructor: Zahra, Shaker A.
  Description: Student may contact the instructor or department for information.

Management of Technology 510 WBOB

MOT 4001 Leadership, Professionalism and Business Basics for Engineers
  A-F only, 2 credit(s);
  Instructor: Froggatt, Kirk
  Description: MOT 4001 is designed to provide scientists and engineers with a working knowledge of the broader business context within which technical ideas are translated into solutions that address customer needs and deliver commercial value to a firm. The course will broaden students' business knowledge and personal leadership abilities, enabling technical professionals to increase their business impact and career success. This two-credit course will build practical knowledge and skill in personal leadership and professionalism, effective communication, business fundamentals, and the process of innovation (i.e., transforming technical ideas into value creating solutions). The course content and the experiential learning approach are designed to reflect the real world requirements and challenges technical professionals need to master in order to thrive in collaborative, project team environments. The course instructor has spent 25 years working for global technology companies including HP, Silicon Graphics, Yahoo!, Agilent Technologies, and Ecolab. He brings relevant experience, academic rigor, and a passion for applied learning and development to the classroom.
  Style: 40% Lecture, 30% Discussion, 30% Small Group Activities.
  Grading: 20% mid exam, 30% final exam, 35% reports/papers, 15% class participation.

MOT 4010 Management of Science and Technology in the Middle East, Global Seminar
  A-F only, 3 credit(s); Meets CLE req of Global Perspectives
  Instructor: Damiani, Damian
  Description: Student may contact the instructor or department for information.

MOT 8111 Marketing Management for Technology-based Organizations
  A-F only, 2 credit(s);
  Instructor: Soni, Tarun
  Description: Student may contact the instructor or department for information.

MOT 8113 Operations Management for Competitive Advantage
  A-F only, 2 credit(s);
  Instructor: Linderman, Kevin Wayne
  Description: Student may contact the instructor or department for information.

MOT 8122 Financial Management for Technology-based Organizations
  A-F only, 2 credit(s);
  Instructor: Rao, Dileep R
  Description: Objectives: This course is designed to teach the basics of Finance; how finance managers add value to the firm; and its application to a technology product or venture. This course is designed to prepare managers to effectively participate in the general managerial decision-making process from a financial standpoint. Format: Class sessions will involve discussion of cases, exercises, and lectures. The written assignment includes one case. One exam and one team project are also included. Competence in this course will be gained through: 1. Reading the assigned material in the text. 2. Completing the assigned problems and cases. 3. Class lectures and oral presentations.

MOT 8213 Macroevironment of Technology
  A-F only, 2 credit(s);
  Instructor: Marcus, Alfred A
MOT 8214 Technology Foresight and Forecasting
A-F only, 2 credit(s);
Instructor: Farmer II,Kenneth Rudolph
Description: Student may contact the instructor or department for information.

MOT 8221 Project and Knowledge Management
A-F only, 2 credit(s);
Instructor: Smith,Karl Aldrich
Description: Student may contact the instructor or department for information.

MOT 8231 Managing Information Resources in Technology-based Organizations
A-F only, 1 credit(s);
Instructor: Riggins,Frederick J
Description: Student may contact the instructor or department for information.

MOT 8232 Managing Technological Innovation
A-F only, 2 credit(s);
Instructor: Webster,Steve
Description: Student may contact the instructor or department for information.

MOT 8234 Capstone Project
A-F only, 0.5-2 credit(s), max credits 2;
Instructor: Laingen,Charles Winslo
Description: Student may contact the instructor or department for information.

MOT 8921 Global Management of Technology
A-F only, 0-0.5 credit(s), max credits 0.5, 1 completion allowed;
Instructor: Polla,Dennis L
Description: Student may contact the instructor or department for information.

MOT 8940 Managing Intellectual Property
S-N only, 0.5-1.5 credit(s), max credits 1.5, 1 completion allowed;
Instructor: Pletcher,Wayne A
Description: Student may contact the instructor or department for information.

MOT 8950 International Management of Technology Project
A-F only, 1.5 credit(s);
Instructor: Polla,Dennis L
Description: Student may contact the instructor or department for information.

Managerial Communications 4-300 Carlson School of Management

MCom 5530 Strategies and Skills for Managerial Presentations
A-F only, 2 credit(s);
Instructor: Smith,Sandra S
Description: Student may contact the instructor or department for information.

Manufacturing Operations Management 20 Ruttan Hall

MM 3001 Manufacturing in a Global Economy
A-F only, 3 credit(s);
Instructor: King,William Tyler
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. In today's changing global economy, high-performing manufacturing operations must function at the intersection of three important dimensions: Leadership, Product Quality, and Innovation. This course breaks down each dimension in detail and explains how all three are interrelated and necessary to achieve sustainable profitability.
MM 4011 Design of Manufacturing Systems and Simulations
A-F only, 3 credit(s);
Instructor: Boone, Michael Dennis
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit “Class URL” for ODL policy, fee, and financial aid information. Design and analysis of different types of manufacturing systems such as flow lines, assembly systems, cellular manufacturing, flexible manufacturing, and automated systems; control issues in manufacturing systems such as facility layout, scheduling, batch sizing, group technology, and bottleneck management. A variety of modeling and analysis tools are used, including computer simulation and operations. Lab as part of course.
Style: 100% Web Based.
Grading: -group paper (8%) -6 group projects (32%) -13 online discussions (13%) -self-introduction (1%) -6 individual exercises (12%) -final paper (20%) -14 module evaluations (14%)

MM 4012 Manufacturing Processes and Technology
A-F only, 3 credit(s);
Instructor: Edmonson, Dave
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit “Class URL” for ODL policy, fee, and financial aid information. This course is designed for the manufacturing process engineer or operations manager. It is divided into four units: Introduction; Fundamental Technologies, in which you will learn about the fabrication of engineering materials and about their physical properties; Process Description, in which you will practice how to design, analyze, and control a multi-step manufacturing process; and Manufacturing Systems Implementation, in which you will learn about process troubleshooting and control techniques as well as continuous improvement, scale-up, and transfer. In this course you will learn how to dissect a manufacturing process into its component steps down to the raw fabrication steps of the included materials and components. You will practice how to study and control each step and how to combine the steps into a coherent and compatible production line. Methods follow the ISO 9001 Standard and specifically address major elements of Section 4 Quality Management System, Section 7 Product Realization, and Section 8 Measurement Analysis and Improvement.
Style: 100% Web Based.
Grading: See attached syllabus

MM 4039 Manufacturing Outsourcing Decisions
A-F only, 2 credit(s);
Instructor: Sandahl, Jack
Description: Processes for establishment of value-add sourcing strategies through segmentation of products, processes, and components based on organizational core competencies. Key decision tools including make-buy financial analysis, and optimal source selection. Management of an outsource manufacturer relationship including contracts, and performance metrics. Controlling key supply chain factors for quality and value with reference to ISO 9001 purchasing and outsourced process controls. The course provides the framework and tools for establishing a strategic sourcing decision process within an organization. The student will apply the framework and demonstrate understanding of the process through a simulated sourcing decision project. The student will also be exposed to real-world situations through articles and case studies, and will be expected to demonstrate critical thinking in short essays and discussion forums related to the materials. There is one team collaborative project and presentation, a final exam, and individual presentation of the sourcing decision project. This is a 2-credit, 7-week hybrid course, with 3 in-class and 4 online sessions.

MM 4045 Regulated Industry Compliance
A-F only, 3 credit(s);
Instructor: McKean, Mac
Description: Globalization has intensified the need for compliance with government regulations within manufacturing organizations. In this course, you will learn worldwide regulations and standards related to the design and manufacture of medical devices, one of the most rigorously regulated industries, under the auspices of compliant quality systems and facilities required to achieve product approvals that drive the strategic growth of the business. Course goals: 1. Understanding regulatory processes and their applications in the manufacturing technology industry. These processes include but are not limited to: * Verification and validation of mfg processes * Standards and classifications of FDA, ISO, etc. * OSHA/HAZMAT/Environmental * Risk Management and PFMEA. 2. Identification and analysis of the differing compliance agencies and their purposes. This would include inspections, internal and external audits, recalls, and the governing bodies (national and international) associated with compliance. 3. Interpretation and explanation of the ethical ramifications and dilemmas associated with regulatory requirements and compliance. Coursework includes a project involving the creation of a “mock medical device” and using that as the basis for applying the various course modules to a real world case study for analysis and discussion.
MM 4311 Sustainable Lean Manufacturing
A-F only, 2 credit(s);
Instructor: Nied, Paul Joseph
Description: Overview of sustainability and lean practices in manufacturing operations. Topics include concepts; history; metrics for auditing and improving processes; product, operations, and supply chain planning; communicating value and results; impact of business, environment, and social value. Additionally, alignment between sustainable lean practices and ISO 9001 and ISO 14001 is explored. Prepares the student to propose a strategy to assess and improve sustainable lean practices via a case study. Weekly in-class quizzes support the lecture and video content. Hands-on activities and a simulation exercise demonstrating the various principles are interspersed. Two exams measure the content knowledge and a capstone case study measures the student's ability to apply the content in a real-life manufacturing setting. Students are expected to respond to weekly, instructor-provided discussion questions and participate in ongoing discussion question dialogue with their cohorts. This is a 2-credit 7-week hybrid course.

MM 4596 Internship/Capstone
A-F only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: King, William Tyler
Description: Capstone project. Develop a part or product from the requirement definition through prototype fabrication. Including: definition of product requirements, development of product and tooling design, analysis, definition of fabrication process, development of quality assurance plan, fabrication of prototype, inspection and testing.

Manufacturing Technology  20 Ruttan Hall

MT 3111 Elements of Microelectronic Manufacturing
A-F only, 3 credit(s);
Instructor: Campbell, Stephen A
Description: Develop basic familiarity with all of the common micro fabrication processes and understand how these processes are applied to CMOS manufacturing.

MT 3112 Elements of Micro and Nano Manufacturing Laboratory
A-F only, 1 credit(s);
Instructor: Cibuzar, Gregory Thomas
Description: Lab covers the basic process steps to make top-down micro and nano scaled structures. Specific topics include oxidation, photolithography, electron beam lithography, chemical vapor deposition, etching, rapid thermal annealing, wet chemical etching, and plasma etching. Students will also build a test chip containing a variety of micro mechanical structure as part of the lab. The final lab will involve an evaluation of the operation of these structures (11 four-hour labs).

MT 3121 Thin Films Deposition
A-F only, 3 credit(s);
Instructor: Tran, Nang
Description: This course will give students the opportunity to know and work with thin film metals and oxides. Exposure to photo lithography and methods of deposition the HV and UHV range including vacuum evaporation, sputtering methods and chemical vapor deposition. (Prereq. MECT 2293)

MT 3141 Principles and Applications of Bionanotechnology
A-F only, 4 credit(s);
Instructor: Zhao, Xueyan
Description: Intro to protein, lipid and nucleic biochemistry. Biomolecule design, production using recombinant DNA technology & use in nanodevices and nano-materials. Applications of biological molecules in bionanotechnology: effects of Brownian motion; biomolecular surfaces forces; biomolecule structure alterations due to molecular interaction; self-assembly.

MT 3142 Nanoparticle Technology and Engineering Laboratory
A-F only, 1 credit(s);
Instructor: Oh, Sang-Hyun
Description: Overview of the challenges and available tools for measuring the properties of nanoaerosols. Topics include optical particle counters, condensation particle counters, differential mobility analysis, electrosprays, atomizers, and single particle mass spectrometers.

Marketing  3-150 Carlson School of Management
A-F only, 3 credit(s);
Instructor: Upton, Kevin John
Description:

This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. After taking this course, you'll never look at marketing—whether in the form of advertising, retailing, or personal selling—in quite the same way. You will be introduced to terms, concepts, and skills needed for analyzing marketing problems. The course will help you explore those factors in an outside organization that affect its product, pricing, promotion, and distribution decisions. We will analyze, describe, and discuss cases from actual organizations. At the conclusion of this course, you should be able to: --apply key marketing terms and concepts; --understand and apply the marketing process; --describe how marketing affects our lives; --develop basic analytical skills used in making marketing-related decisions; and --integrate all marketing elements into a written proposal for a marketing plan.

Style: Online
Grading: See attached syllabus
Exam Format: Online exams

A-F only, 3 credit(s);
Instructor: Mackenzie, Lydia May
Description: The student will learn the basic marketing concepts that drive corporate marketing strategy and will apply them through use classroom discussion, team presentations, guest speakers and video discussion techniques. Key Twin Cities Marketing Executives will make guest appearances throughout the semester to share their career experiences, techniques and ideas for marketing success in a challenging global corporate world. Students will learn, present and apply marketing principles and their ideas in front of the class. Being able to present and apply ideas are a key ingredient to your future success in business. This is a "no penalty zone" for the student to learn and try their individually learned marketing techniques to establish their own style of applying marketing principles. Many of the reading materials and weekly chapter readings will be supplemented with lecture/discussion sessions from the instructor's experiences in the current business world. The goal is to make the text relevant to current business conditions. Reading the weekly chapters and completing quizzes will be critical for the on-going progress of the student and meeting of course objectives. Therefore, balancing depth and breadth of the chapter readings will be important in ensuring the course provides real world relevance.

Style: 30% Lecture, 70% Discussion.
Grading: 30% mid exam, 15% final exam, 30% quizzes, 15% in-class presentation, 10% class participation.
Exam Format: Multiple Choice

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

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

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

A-F only, 4 credit(s);
Instructor: Werner, Seth E
Description: Student may contact the instructor or department for information.

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

Mktg 3040 Buyer Behavior
A-F only, 4 credit(s);
Instructor: Van Etten, Julia A.
Description: Student may contact the instructor or department for information.

Mktg 3040 Buyer Behavior
A-F only, 4 credit(s);
Instructor: Meyers-Levy, Joan
Description: Student may contact the instructor or department for information.

Mktg 4030 Sales Management
A-F only, 4 credit(s);
Instructor: Amaral, Nelson Borges
Description: Student may contact the instructor or department for information.

Mktg 4050 Integrated Marketing Communications
A-F only, 4 credit(s);
Instructor: Griskevicius, Vladas
Description: Student may contact the instructor or department for information.

Mktg 4060 Marketing Channels
A-F only, 4 credit(s);
Instructor: Belich PhD, Thomas James
Description: Student may contact the instructor or department for information.

Mktg 4080W Marketing Strategy
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Lipe, Jay
Description: Student may contact the instructor or department for information.

Mktg 4082W Brand Management
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Lipe, Jay
Description: Student may contact the instructor or department for information.

Mktg 6051 Marketing Research
A-F only, 4 credit(s);
Instructor: Vitorino, Maria Ana
Description:

Mktg 6055 Buyer Behavior
A-F only, 4 credit(s);
Instructor: Vohs, Kathleen Diane
Description: Student may contact the instructor or department for information.

Mktg 6073 Technology Marketing
A-F only, 4 credit(s);
Instructor: Murray, John A
Description: Student may contact the instructor or department for information.

Mktg 6075 Pricing Strategy
A-F only, 4 credit(s);
Instructor: Rao, Akshay R
Description: Student may contact the instructor or department for information.

Mktg 6075 Pricing Strategy
A-F only, 4 credit(s);
Instructor: Werner, Seth E
Description: Student may contact the instructor or department for information.
Mktg 6082 Brand Management
A-F only, 4 credit(s);
Instructor: Van Etten, Julia A.
Description: Student may contact the instructor or department for information.

Mktg 6082 Brand Management
A-F only, 4 credit(s);
Instructor: John, Deborah Roedder
Description: Student may contact the instructor or department for information.

Mktg 6088 Strategic Marketing
A-F only, 2 credit(s);
Instructor: Mueller, Wayne G
Description: Student may contact the instructor or department for information.

Mktg 8813 Consumer Judgment and Decision Making I
A-F only, 2 credit(s);
Instructor: Ahluwalia, Rohini
Description: Student may contact the instructor or department for information.

Mktg 8814 Consumer Judgment and Decision Making II
A-F only, 2 credit(s);
Instructor: Rao, Akshay R
Description: Student may contact the instructor or department for information.

Mktg 8831 Seminar: Inter-Organizational Relations
4 credit(s);
Instructor: John, George
Description: Student may contact the instructor or department for information.

Master of Business Administration
2-210 Carlson School of Management

MBA 6030 Financial Accounting
A-F only, 3 credit(s);
Instructor: Wilson, Michael Sean
Description: Student may contact the instructor or department for information.

MBA 6030 Financial Accounting
A-F only, 3 credit(s);
Instructor: Biondich, Nick E
Description: Student may contact the instructor or department for information.

MBA 6035 Managerial Accounting
A-F only, 3 credit(s);
Instructor: Caliendo, Charles Michael
Description: Student may contact the instructor or department for information.

MBA 6110 Management and Organizational Behavior
A-F only, 2 credit(s); MBA student
Credit will not be granted if credit has been received for: MGMT 6110;
Instructor: Shaw, Jason D.
Description: Student may contact the instructor or department for information.

MBA 6110 Management and Organizational Behavior
A-F only, 2 credit(s); MBA student
Credit will not be granted if credit has been received for: MGMT 6110;
Instructor: Leroy, Sophie
Description: Student may contact the instructor or department for information.

MBA 6120 Data Analysis and Statistics for Managers
A-F only, 3 credit(s);
Instructor: Papp, Oliver  
Description: Student may contact the instructor or department for information.

MBA 6120 Data Analysis and Statistics for Managers  
A-F only, 3 credit(s);  
Instructor: Huchendorf, Steven Craig  
Description: Student may contact the instructor or department for information.

MBA 6140 Managerial Economics  
A-F only, 2 credit(s);  
Instructor: Waldfogel, Joel  
Description: Student may contact the instructor or department for information.

MBA 6210 Marketing Management  
A-F only, 3 credit(s);  
Instructor: Hansen, Robert A  
Description: Student may contact the instructor or department for information.

MBA 6220 Operations Management  
A-F only, 3 credit(s);  
Instructor: Martens, Scott L  
Description: Student may contact the instructor or department for information.

MBA 6220 Operations Management  
A-F only, 3 credit(s);  
Instructor: Shah, Rachna  
Description: Student may contact the instructor or department for information.

MBA 6220 Operations Management  
A-F only, 3 credit(s);  
Instructor: Larson, Jerry  
Description: Student may contact the instructor or department for information.

MBA 6230 Financial Management  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

MBA 6235 Managerial Accounting  
A-F only, 2 credit(s), max credits 3, 1 completion allowed;  
Instructor: Caliendo, Charles Michael  
Description: Student may contact the instructor or department for information.

MBA 6240 Information Technology Management  
A-F only, 2 credit(s);  
Instructor: Ray, Gautam  
Description: Student may contact the instructor or department for information.

MBA 6300 Strategic Management  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

MBA 6315 The Ethical Environment of Business  
A-F only, 2 credit(s);  
Instructor: Weinstein, Charles Aaron  
Description: Student may contact the instructor or department for information.

MBA 6315 The Ethical Environment of Business
MBA 6315 The Ethical Environment of Business
A-F only, 2 credit(s);
Instructor: Maitland, Ian Hamilton
Description: Student may contact the instructor or department for information.

MBA 6315 The Ethical Environment of Business
A-F only, 2 credit(s);
Instructor: Marcus, Alfred A
Description: Student may contact the instructor or department for information.

MBA 6501 Carlson Funds Enterprise: Growth
2-4 credit(s), max credits 12, 3 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

MBA 6502 Carlson Funds Enterprise: Fixed Income
2-4 credit(s), max credits 12, 3 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

MBA 6503 Carlson Ventures Enterprise
OPT No Aud, 2-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Nord, Tobin Lawrence
Description: Student may contact the instructor or department for information.

MBA 6504 Carlson Consulting Enterprise
OPT No Aud, 2-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Gisser, Sarah Smith
Description: Student may contact the instructor or department for information.

MBA 6505 Carlson Brand Enterprise
OPT No Aud, 2-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Hopkins, David K
Description: Student may contact the instructor or department for information.

Master of Business Taxation

MBT 5220 Tax Research, Communication, and Practice
A-F only, 4 credit(s);
Instructor: Gutterman, Paul Gerard
Description: This is an ambitious, demanding fundamental masters-level course on tax research and IRS practice and procedure. Objectives include: (i) obtaining an overview and understanding of tax research resources, (ii) learning how to use such resources to conduct effective tax research; (iii) learning how to analyze what you find by knowing what different authorities mean in themselves and in relation to each other; (iv) learning the technical materials of Subtitle F of the Code (such as penalties, statute of limitations, interest, etc.); (v) learning how to interpret and resolve conflicting authority; (vi) learning how the IRS audits and the IRS Appeals process including the most effective ways to deal with the IRS; and (vii) learn how to communicate your tax research results. In conjunction with the last objective we do nine different research exercises, including research memos and a protest letter. We also do two editing exercises, including an edit of a fellow student's memo.
Style: 75% Lecture, 5% Discussion, 20% Small Group Activities.
Grading: 52% reports/papers, 30% special projects, 18% quizzes.
Exam Format: There are 3 in-class multiple-choice quizzes that cover the material on IRS Practice and Procedure.

MBT 5230 Corporate Taxation I
A-F only, 2 credit(s);
Instructor: Conlon, Roger John
MBT 5323 Mergers and Acquisitions I
A-F only, 2 credit(s);
Instructor: Conlon, Roger John
Description: Student may contact the instructor or department for information.

MBT 5340 Taxation of Partners and Partnerships
A-F only, 2 credit(s);
Instructor: Luecke, Scott M
Description: Student may contact the instructor or department for information.

MBT 5346 ASC 740 Computations and Analysis
A-F only, 2 credit(s);
Instructor: Frank, Nicholas
Description: Student may contact the instructor or department for information.

MBT 5350 Wealth Transfer I (Estates and Gifts)
A-F only, 2 credit(s);
Instructor: Skonnord, Eric Jenal
Description: This course covers fundamental estate planning techniques utilizing a case study method. Topics include a review of non-tax concepts, tax planning tools, estate tax planning strategies, and business succession planning.

MBT 5360 State and Local Taxation
A-F only, 2 credit(s);
Instructor: Busacker, Dale Herman
Description: This course covers state imposition of corporate income, sales, and use taxes. Topics include tax problems of businesses with multistate operations such as nexus, unitary business, apportionment factors, nonbusiness income, and taxable transactions.

MBT 5363 Compensation and Benefits
A-F only, 2 credit(s);
Instructor: Clark, Keith H
Description: This course covers executive compensation offered by companies (from small to large). Topics include an in-depth look at case studies to review the benefits and costs of benefit plans, focusing on retaining senior managers and executives; hiring senior managers and executives; compensation and benefit strategies.

MBT 5381 Tax Aspects of International Business II
A-F only, 2 credit(s);
Instructor: Lee, Patrick Timothy
Description: Student may contact the instructor or department for information.

MBT 5420 Current Topics in Taxation
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Gutterman, Paul Gerard
Description: Student may contact the instructor or department for information.

MBT 5500 Business, Government, and Economic Tax Policy
A-F only, 2 credit(s);
Instructor: Conlon, Roger John
Description: Student may contact the instructor or department for information.

Master of Development Practice

MDP 5002 Research Methods for Sustainable Livelihoods
A-F only, 2 credit(s);
Instructor: Peercy PhD, Chavanne Lenise
Description: Student may contact the instructor or department for information.
MDP 5003 Field Study Pre-Departure Seminar
OPT No Aud, 1 credit(s);
Instructor: Johnstone, Christopher J
Description: Student may contact the instructor or department for information.

MDP 5200 Capstone Workshop in Development Practice
A-F only, 3 credit(s);
Instructor: Gray, Sherry
Description: For the spring 2013 semester, we will focus on the three projects listed below: 1) Sustainability Indicators for Hawthorne Eco-Village (client: Project for Pride in Living). Students will develop and analyze metrics for assessing sustainability goals related to energy, water, health, and biodiversity for the Hawthorne Eco-Village. The Hawthorne Eco-Village is located in North Minneapolis and is a redeveloped neighborhood that includes a diversity of housing, and a strong focus on community health, environmental protection/restoration, and social interaction. 2) Climate Change Adaptation Study (client: City of Minneapolis). As a follow up to the City of Minneapolis’ Climate Action Plan, students will work on a second phase of planning for climate change adaptation. Students will draw on data and research related to likely impacts of climate change on the City of Minneapolis. Students will conduct a preliminary analysis of potential impacts relative to extreme heat, urban forestry, energy infrastructure, water supply/quality, and stormwater. In addition, students will gather information from City staff related to potential risks and vulnerabilities associated with climate change. 3) Framework for Sustainable Food Production and Distribution (client: UMN Healthy Foods, Healthy Lives Institute). Students will identify and explore factors that contribute to a sustainable urban food production and distribution system, such as soil productivity/contamination, transportation modes/routes, equitable healthy food access, access to processing facilities, and land availability. The intent is to develop a framework of critical factors that can be assessed to make optimal decisions about the location of food production and processing in urban areas. Minnesota Brownfields and the City of Minneapolis will also be involved in the project. In addition to work on these projects, I require some readings throughout the semester to facilitate class discussions and ensure a basic level of knowledge in sustainability. In addition, periodic written reflections are required. Several guest speakers will be invited to the class to highlight various aspects of sustainability practice in the public, private, and non-profit sectors. Students will be assigned to one of the projects above based on their preferences, with the intent to assign students to either their first or second choice project.

Materials Science 151 Amundson Hall

MatS 2001 Introduction to the Science of Engineering Materials
A-F only, 3 credit(s);
Instructor: Gerberich, William W
Description: Introduction to structure-property relationships of engineering materials. Atomic structure and bonding; crystal structures; imperfections in solids; strength of materials and strengthening mechanisms; phase transformations; heat treatment and control of microstructures; materials selection and design. Integrates properties of metals, ceramics, polymers, and composites. Laboratory experiments deal with material strength, creep, and fatigue of engineering alloys, and heat treatment of steel and aluminum.
Style: 60% Lecture, 10% Discussion, 20% Laboratory, problem solving
Grading: 30% mid exam, 25% final exam, 10% quizzes, 25% laboratory evaluation, 10% problem solving.
Exam Format: Problems and fill-in-the-blanks

MatS 2002 Introduction to the Science of Engineering Materials Laboratory
A-F only, 1 credit(s);
Instructor: Schott, Jeffrey H.
Description: Student may contact the instructor or department for information.

MatS 3002 Mass Transport and Kinetics
A-F only, 3 credit(s);
Instructor: Shores, David A
Description: This course is intended for 3rd year Materials Science undergraduates and science graduate students. The course content is focused on the mechanisms of mass transport in solids, esp. solid state diffusion in metals, sense conductors and ceramics, and on kinetic of processes occurring in solids, esp. rates of transportations in ceramics and metals, and rates of gas-solid chemical reactions. Source materials are chapters in several books and paper from scientic journals.
Style: 75% Lecture, 25% Discussion.
Grading: 30% mid exam, 45% quizzes, 25% problem solving.
Exam Format: Problem solving.

MatS 3002 Mass Transport and Kinetics
A-F only, 3 credit(s);
MatS 3011 Introduction to Materials Science and Engineering
3 credit(s);
Instructor: Jalan,Bharat
Description: Student may contact the instructor or department for information.

MatS 3041 Industrial Assignment I
A-F only, 2 credit(s); MatS upper div, completion of required courses in MatS program through fall sem of 3rd yr, GPA of at least 2.80, regis in co-op program Credit will not be granted if credit has been received for: CHEN 3041;
Instructor: STAFF
Description: MatS 3041. Industrial Assignment I. (2 cr, MatS upper div, regis in MatS co-op program, completion of required courses in MatS program through Fall semester/3rd yr) First industrial work assignment in engineering co-op program. Evaluation based on formal written report describing the semester’s work assignment.
Style: On-the-job training
Grading: 100% reports/papers.

MatS 3851W Materials Properties Lab
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Leighton,Chris
Description: Student may contact the instructor or department for information.

MatS 3851W Materials Properties Lab
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Leighton,Chris
Description: Student may contact the instructor or department for information.

MatS 4041 Industrial Assignment II
A-F only, 2 credit(s); 3041, completion of required courses in MatS program through fall sem of 4th yr, GPA of at least 2.80, registration in co-op program Credit will not be granted if credit has been received for: CHEN 4041;
Instructor: STAFF
Description: MatS 4041. Industrial Assignment II (2 cr., regis in MatS co-op program, completion of required courses in MatS program through Fall semester/yr 4) Second industrial work assignment in MatS co-op program. Application of Materials Science principles to the solution of engineering design problems in an industrial work environment. Evaluation based on formal written report emphasizing design issues derived from work assignment.
Style: On-the-job training
Grading: 100% reports/papers.

MatS 4214 Polymers
A-F only, 3 credit(s);
Instructor: Lodge, Timothy P
Description: Student may contact the instructor or department for information.

MatS 4223W Polymer Laboratory
2 credit(s); 4214 or CHEM 4214 or CHEM 4221 or MATS 4214 or instr consent Credit will not be granted if credit has been received for: CHEM 4223W; Meets CLE req of Writing Intensive
Instructor: Taton, T. Andrew
Description: Student may contact the instructor or department for information.

MatS 4301W Materials Processing
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Francis, Lorraine F
Description: Student may contact the instructor or department for information.

MatS 4400 Senior Design Project
A-F only, 3 credit(s); Sr MatS major Credit will not be granted if credit has been received for: MATS 4402;
Instructor: Holmes, Russell James
Description: Student may contact the instructor or department for information.
MatS 4402 Senior Design Thesis II
A-F only, 2 credit(s); 4401Credit will not be granted if credit has been received for: MATS 4400;
Instructor: Holmes, Russell James
Description: Student may contact the instructor or department for information.

MatS 4591 Independent Study in Materials Science
OPT No Aud, 1-3 credit(s), max credits 6, 3 completions allowed;
Instructor: STAFF
Description: Library, theoretical, laboratory, or design studies of scientific or engineering topics in materials science for an individual student. Course content and credits by arrangement with faculty supervisor. Design credits available if arranged with supervisor. May be used for Upper Division Honors Program experience if arranged with advisor and Honors advisor.

MatS 4593 Directed Study in Materials Science
A-F only, 1-4 credit(s), max credits 6, 3 completions allowed;
Instructor: STAFF
Description: Directed study under faculty supervision. Student should meet with faculty supervisor before registering to arrange study project, grading option, credits, and final report requirements.

MatS 4594 Directed Research in Materials Science
OPT No Aud, 1-3 credit(s), max credits 6, 3 completions allowed;
Instructor: STAFF
Description: Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to arrange research project, credits, grading option, and final report requirements.

MatS 5517 Electron Microscopy
A-F only, 3 credit(s);
Instructor: Mkhoyan, Andre
Description: Student may contact the instructor or department for information.

MatS 5531 Electrochemical Engineering
3 credit(s); MatS 3011 or instr consent, upper div CSE or grad Credit will not be granted if credit has been received for: CHEN 5531;
Instructor: Smyrl, William H
Description: Student may contact the instructor or department for information.

MatS 8003 Electronic Properties
A-F only, 3 credit(s);
Instructor: Morse, David Clark
Description: Student may contact the instructor or department for information.

MatS 8004 Mechanical Properties
A-F only, 3 credit(s);
Instructor: Derby, Jeffrey Jay
Description: Student may contact the instructor or department for information.

MatS 8211 Physical Chemistry of Polymers
4 credit(s); Undergrad physical chem or instr consent Credit will not be granted if credit has been received for: CHEM 8211;
Instructor: Bates, Frank S
Description: Student may contact the instructor or department for information.

MatS 8993 Directed Study
1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: Frisbie, C Daniel
Description: Student may contact the instructor or department for information.

MatS 8994 Directed Research
1-12 credit(s), max credits 12, 1 completion allowed;
Instructor: Frisbie, C Daniel
Description: Student may contact the instructor or department for information.
Math 1001 Excursions in Mathematics
3 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Knoche, Randolph Lee Granheim
Description: Student may contact the instructor or department for information.

Math 1031 College Algebra and Probability
3 credit(s); 3 yrs high school math or satisfactory score on placement exam or grade of at least C- in [PSTL 731 or PSTL 732] Credit will not be granted if credit has been received for: 1051, 1151, 1155 Credit will not be granted if credit has been received for: MATH 1051; Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: Overview: Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas, composition, inverses of functions; transformations of graphs; linear, quadratic models; polynomials; exponentials; logarithms; counting; probability. Audience: Business majors wanting to take Math 1142 and elementary education majors wanting to take Math 3113. Also works as prerequisite for Math 1151. Satisfies the CLE Mathematical Thinking requirement.

Math 1031 College Algebra and Probability Submodule
A-F only, 1 credit(s);
Instructor: STAFF
Description: Intended for students who have already had the equivalent of Math 1051 and need the Probability and Counting component of Math 1031. Students take the first part of Math 1031, and their grade is based on their performance up to the first midterm exam. Contact the department to get a permission number into this class. Students will register to Math 1038 but attend a section of Math 1031. Students should choose a section of Math 1031 they wish to attend before contacting the department.

Math 1051 Precalculus I
3 credit(s); 3 yrs of high school math or satisfactory score on placement test or grade of at least C- in [PSTL 731 or PSTL 732] Credit will not be granted if credit has been received for: 1031, 1151, 1155 Credit will not be granted if credit has been received for: MATH 1031; Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: This course assumes that students have a good working knowledge of high school algebra, at least through Algebra II. The course begins with a very brief review of high school algebra. Students needing a more extensive review should register for PsTL 0731 or PsTL 0732 Intermediate Algebra. Topics include linear, quadratic, polynomial, and rational equations and inequalities; graphs of equations, including lines, circles, parabolas, polynomial, rational, exponential, and logarithmic functions; compositions and inverses of functions; transformations of graphs; linear and quadratic models; linear, absolute value, polynomial, rational, exponential, and logarithmic functions, with applications. This course is for students who wish to complete precalculus at a moderate pace; the Math 1051/Math 1151 combination is equivalent to Math 1155 Intensive Precalculus and satisfies the prerequisite for Math 1271 or Math 1371. Math 1051 and Math 1038
essentially equals Math 1031 and satisfies the CLE Mathematical Thinking requirement.

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

**Grading:** 45% mid exam, 35% final exam, 20% problem solving.

**Exam Format:** Solve problems such as "Graph $f(x) = \frac{(x^3 - 1)}{(x^2 - 9)}$"

---

**Math 1051 Precalculus I**

3 credit(s); 3 yrs of high school math or satisfactory score on placement test or grade of at least C- in [PSTL 731 or PSTL 732] Credit will not be granted if credit has been received for: 1031, 1151, 1155 Credit will not be granted if credit has been received for: MATH 1031; Meets CLE req of Mathematical Thinking

**Instructor:** Kinney, Pat

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This is a course in algebra and analytic geometry beyond the usual coverage found in a three-year high school mathematics program. This course is equivalent to Math 1031, College Algebra and Probability. It is a prerequisite for Math 1151, Precalculus II. This course covers topics on solving equations and inequalities, and explores polynomials, rational expressions, exponents, and radicals. The course will also teach you how to solve systems of equations and the use of certain sequences of numbers. You will also learn counting techniques.

**Style:** This is a printed, correspondence section.

**Grading:** See attached syllabus

**Exam Format:** Supervised, in-person exams

---

**Math 1111 College Algebra, Trigonometry, and Precalculus**

A-F only, 3 credit(s); Meets CLE req of Mathematical Thinking

**Instructor:** Bright, Jered Bryan

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

---

**Math 1111 College Algebra, Trigonometry, and Precalculus**

A-F only, 3 credit(s); Meets CLE req of Mathematical Thinking

**Instructor:** Ballam, Christian Gary

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

---

**Math 1111 College Algebra, Trigonometry, and Precalculus**

A-F only, 3 credit(s); Meets CLE req of Mathematical Thinking

**Instructor:** Walia, Rajeev

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

---

**Math 1142 Short Calculus**

4 credit(s); Meets CLE req of Mathematical Thinking

**Instructor:** STAFF

**Description:** Overview: A one-semester tour of differential and integral calculus in one variable, and differential calculus in two variables. Does not involve any trigonometry. Emphasis on formulas and their interpretation and use in applications. Audience: Business, architecture, and agricultural science majors, and students who want some exposure to calculus. Does not serve as a prerequisite to any higher math course, but does satisfy the CLE Mathematical Thinking requirement.

---

**Math 1142 Short Calculus**

4 credit(s); Meets CLE req of Mathematical Thinking

**Instructor:** Corbett, John

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is designed for people who need only a brief introduction to calculus. Its purpose is to teach you the elements of differential and integral calculus, with an emphasis on business, economics, and the social sciences. This course requires proficiency in algebra. Knowledge of trigonometry is not needed. You will be introduced to the ideas of limits of functions at particular points and continuity of functions. These concepts lead to the definitions of derivative and differentiation. You will learn how to differentiate polynomial, rational, exponential, and logarithmic functions. After you master differentiation techniques, you will learn integration of certain functions.

**Style:** This is a printed correspondence section.

**Grading:** See attached syllabus

**Exam Format:** Supervised, in-person (not online) exams

---

**Math 1151 Precalculus II**
3 credit(s); Satisfactory score on placement exam or grade of at least C- in [1031 or 1051] credit will not be granted if credit received for: Math1155
Credit will not be granted if credit has been received for: MATH 1155; Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: Overview: Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities, applications; real and complex zeroes of polynomials; polar coordinates; DeMoivre's Theorem; conic sections; solutions of linear systems by substitution and elimination; systems of nonlinear equations and systems of inequalities; arithmetic sequences and geometric series. Audience: Students from Math 1051 or Math 1031 and those that need a little refresher course before going on to calculus, often because of the trig. Satisfies the prerequisite for Math 1271 or Math 1371 and also satisfies the CLE Mathematical Thinking requirement.

Math 1151 Precalculus II
3 credit(s); Satisfactory score on placement exam or grade of at least C- in [1031 or 1051] credit will not be granted if credit received for: Math1155
Credit will not be granted if credit has been received for: MATH 1155; Meets CLE req of Mathematical Thinking
Instructor: Kinney, Pat
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This is a course in algebra, analytic geometry, and trigonometry beyond the usual coverage found in a four-year high school mathematics program. In many places in the course, concepts are developed that will feed into calculus. Depending on your needs, this course can serve as a terminal course in mathematics or as a precursor to higher mathematics. It is designed to prepare students for the full calculus sequence.
Style: This is a printed, correspondence section.
Grading: See attached syllabus
Exam Format: Supervised, in-person exams

Math 1171 Calculus, Modeling, and Data I
A-F only, 3 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Huq, Aminul
Description: Student may contact the instructor or department for information.

Math 1241 Calculus and Dynamical Systems in Biology
4 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Nykamp, Duane Q
Description: An introduction to calculus where the concepts of calculus and related mathematics are introduced through modeling the dynamical behaviors of processes and systems in biology. Mathematical rules capturing the dynamics of living systems provide the basis for introducing elements of calculus. One goal is to elucidate both how mathematics can lead to a deeper understanding of biological systems and how biology can unlock some of the mystery of calculus, dynamical systems, and other areas of mathematics. Compared to a traditional calculus course, Math 1241 will focus less on specific computational techniques and more on the concepts underlying the mathematical tools and their application.

Math 1271 Calculus I
4 credit(s); 4 yrs high school math including trig or satisfactory score on placement test or grade of at least C- in [1151 or 1155] Credit will not be granted if credit has been received for: MATH 1371; Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: Overview: Tangent lines; limits and continuity; differentiation: definition, basic rules, chain rule, rules for trig, exp and log functions; implicit differentiation; rates of change, max-min, related rates problems; 2nd derivative test; curve sketching; linear approximation and differentials; L'Hopital'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 1271 Calculus I
4 credit(s); 4 yrs high school math including trig or satisfactory score on placement test or grade of at least C- in [1151 or 1155] Credit will not be granted if credit has been received for: MATH 1371; Meets CLE req of Mathematical Thinking
Instructor: Nash, Jennie Elizabeth
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Differential calculus of functions of a single variable, including polynomial, rational, exponential, and trig functions. Applications, including optimization and related rates problems. Single variable integral calculus, using
anti-derivatives and simple substitution. Applications may include area, volume, work problems.

**Style:** Online

**Grading:** See attached syllabus

---

**Math 1272 Calculus II**

4 credit(s); [1271 or equiv] with grade of at least C-Credit will not be granted if credit has been received for: MATH 1372;

**Instructor:** STAFF

**Description:** Overview: Techniques of integration, including integration by parts, simple trig substitutions, partial fractions.
Basic numerical integration; improper integrals; arc length; area of surface of revolution. Separable differential equations,
Sequences and series, comparison and ratio tests, Taylor series and polynomials. Vectors in three dimensions, dot
product, cross product, lines, planes, cylinders, quadric surfaces; cylindrical and spherical coordinates. Audience: Part of
the standard calculus course for students outside of IT.

**Math 1272 Calculus II**

4 credit(s); [1271 or equiv] with grade of at least C-Credit will not be granted if credit has been received for: MATH 1372;

**Instructor:** Hewitt, Harlan A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through
Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group.
Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course you will study techniques of
integration and more applications of integrations. In addition, you will explore the parametric equations of curves and use
this system to study more applications of integrals. You will also continue to study polar coordinates. And, you will study
some sequences and series. The last major topic of this course is coordinate geometry in three dimensions, which is an
introduction to the study of multivariable calculus.

**Style:** This is a printed, correspondence section.

**Grading:** See attached syllabus

**Exam Format:** Supervised, in-person exams

---

**Math 1372 CSE Calculus II**

4 credit(s); Grade of at least C- in [1371 or equiv], CSE or pre-Bioproduct/Biosys Eng Credit will not be granted if
credit has been received for: MATH 1272;

**Instructor:** Miracle, Chester L

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

---

**Math 1372 CSE Calculus II**

4 credit(s); Grade of at least C- in [1371 or equiv], CSE or pre-Bioproduct/Biosys Eng Credit will not be granted if
credit has been received for: MATH 1272;

**Instructor:** Voronov, Alexander A

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

---

**Math 1372 CSE Calculus II**

4 credit(s); Grade of at least C- in [1371 or equiv], CSE or pre-Bioproduct/Biosys Eng Credit will not be granted if
credit has been received for: MATH 1272;

**Instructor:** Liu, Zhen

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

---

**Math 1572H Honors Calculus II**

A-F only, 4 credit(s); 1571H, honors student, permission of University Honors Program Credit will not be granted if
credit has been received for: MATH 1272;

**Instructor:** Stinis, Panos

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

---

**Math 2171 Calculus, Modeling, and Data II**

A-F only, 3 credit(s); Meets CLE req of Mathematical Thinking

**Instructor:** Aryal, Bijaya

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

---

**Math 2243 Linear Algebra and Differential Equations**

4 credit(s); [1272 or 1282 or 1372 or 1572] w/grade of at least C-Credit will not be granted if credit has been
received for: MATH 2373;
Instructor: STAFF
Description: Overview: The course is divided into two somewhat related parts. Linear algebra: matrices and matrix operations, Gaussian elimination, matrix inverses, determinants, vector spaces and subspaces, dependence, Wronskian, dimension, eigenvalues, eigenvectors, diagonalization. ODE: Separable and first-order linear equations with applications, 2nd order linear equations with constant coefficients, method of undetermined coefficients, simple harmonic motion, 2x2 and 3x3 systems of linear ODE's with constant coefficients, solution by eigenvalue/eigenvectors, nonhomogenous linear systems; phase plane analysis of 2x2 nonlinear systems near equilibria. Audience: Part of the standard 2nd year calculus course for students outside of IT.

Math 2243 Linear Algebra and Differential Equations
4 credit(s): [1272 or 1282 or 1372 or 1572] w/grade of at least C-Credit will not be granted if credit has been received for: MATH 2373;
Instructor: Hewitt, Harlan A
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course you will study the concepts of linear algebra and differential equations. You'll start by examining first-order differential equations and their applications. Then you will study linear algebra with some applications. The last major topic you will study is higher order equations and their application to physics. Before you begin studying the topics of this course, you'll probably find it helpful to review the calculus of one variable.
Style: This is a printed correspondence section.
Grading: See attached syllabus
Exam Format: Supervised, in-person (not online) exams

Math 2263 Multivariable Calculus
4 credit(s): [1272 or 1372 or 1572] w/grade of at least C-Credit will not be granted if credit has been received for: MATH 2374;
Instructor: STAFF
Description: Overview: Multivariable calculus: Curves in space, arc length and curvature, velocity and acceleration. Limits and continuity, partial differentiation, local extrema, exact differentials, chain rule, directional derivative and gradient, Lagrange multipliers, 2nd derivative test. Double integration, volume and other applications, polar coordinates, triple integration, cylindrical and spherical coordinates. Vector analysis: Vector fields, line integrals, path independence, Green's Theorem, surface integrals, Theorems of Gauss and Stokes. Audience: Part of the standard 2nd year calculus course for students outside of IT.

Math 2283 Sequences, Series, and Foundations
3 credit(s): [Concurrent registration is required (or allowed) in 2243 or Concurrent registration is required (or allowed) in 2263 or Concurrent registration is required (or allowed) in 2373 or Concurrent registration is required (or allowed) in 2374] w/grade of at least C-Credit will not be granted if credit has been received for: MATH 3283W;
Instructor: Akhmedov, Anar
Description: Student may contact the instructor or department for information.

Math 2373 CSE Linear Algebra and Differential Equations
4 credit(s): [1272 or 1282 or 1372 or 1572] w/grade of at least C-, CSE or pre-Bio Prod/Biosys Engr Credit will not be granted if credit has been received for: MATH 2243;
Instructor: Miracle, Chester L
Description: Student may contact the instructor or department for information.
Math 2373 CSE Linear Algebra and Differential Equations  
4 credit(s);[1272 or 1282 or 1372 or 1572] w/grade of at least C-, CSE or pre-Bio Prod/Biosys Engr  
Credit will not be granted if credit has been received for: MATH 2243;  
Instructor: Wang,Ying  
Description: Student may contact the instructor or department for information.

Math 2373 CSE Linear Algebra and Differential Equations  
4 credit(s);[1272 or 1282 or 1372 or 1572] w/grade of at least C-, CSE or pre-Bio Prod/Biosys Engr  
Credit will not be granted if credit has been received for: MATH 2243;  
Instructor: Mayboroda,Svitlana  
Description: Student may contact the instructor or department for information.

Math 2374 CSE Multivariable Calculus and Vector Analysis  
4 credit(s);[1272 or 1282 or 1372 or 1572] w/grade of at least C-, CSE or pre-Bioprod/Biosys Engr  
Credit will not be granted if credit has been received for: MATH 2263;  
Instructor: Kim,Jang Soo  
Description: Student may contact the instructor or department for information.

Math 2374 CSE Multivariable Calculus and Vector Analysis  
4 credit(s);[1272 or 1282 or 1372 or 1572] w/grade of at least C-, CSE or pre-Bioprod/Biosys Engr  
Credit will not be granted if credit has been received for: MATH 2263;  
Instructor: Faye,Gregory  
Description: Student may contact the instructor or department for information.

Math 2574H Honors Calculus IV  
A-F only, 4 credit(s);2573H, honors student and permission of University Honors Program  
Credit will not be granted if credit has been received for: MATH 2243;  
Instructor: Mori,Yoichiro  
Description: Student may contact the instructor or department for information.

Math 3283W Sequences, Series, and Foundations: Writing Intensive  
4 credit(s);[Concurrent registration is required (or allowed) in 2243 or Concurrent registration is required (or allowed) in 2263 or Concurrent registration is required (or allowed) in 2373 or Concurrent registration is required (or allowed) in 2374] w/grade of at least C-Credit will not be granted if credit has been received for: MATH 2283;Meets CLE req of Writing Intensive  
Instructor: Mosher,Bryan  
Description: Student may contact the instructor or department for information.

Math 3593H Honors Mathematics II  
A-F only, 5 credit(s);  
Instructor: Webb,Peter Joseph  
Description: Student may contact the instructor or department for information.

Math 4065 Theory of Interest  
A-F only, 4 credit(s);  
Instructor: Finnegan,Tim Patrick  
Description: Student may contact the instructor or department for information.

Math 4065 Theory of Interest  
A-F only, 4 credit(s);  
Instructor: Schwatzbauer,Thomas  
Description: Student may contact the instructor or department for information.

Math 4065 Theory of Interest  
A-F only, 4 credit(s);  
Instructor: Richins,Breanne Larsen  
Description: Student may contact the instructor or department for information.

Math 4067W Actuarial Mathematics in Practice
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Ashkenazi, Rina
Description: Student may contact the instructor or department for information.

Math 4152 Elementary Mathematical Logic
3 credit(s); one soph math course or instr consent
Credit will not be granted if credit has been received for: MATH 5165;
Instructor: Messing, William
Description: Student may contact the instructor or department for information.

Math 4242 Applied Linear Algebra
4 credit(s); 2243 or 2373 or 2573
Credit will not be granted if credit has been received for: MATH 4457;
Instructor: Prikry, Karel L
Description: Student may contact the instructor or department for information.

Math 4242 Applied Linear Algebra
4 credit(s); 2243 or 2373 or 2573
Credit will not be granted if credit has been received for: MATH 4457;
Instructor: Pylyavskyy, Pavlo
Description: Student may contact the instructor or department for information.

Math 4242 Applied Linear Algebra
4 credit(s); 2243 or 2373 or 2573
Credit will not be granted if credit has been received for: MATH 4457;
Instructor: Nguyen, Minh H
Description: Student may contact the instructor or department for information.

Math 4242 Applied Linear Algebra
4 credit(s); 2243 or 2373 or 2573
Credit will not be granted if credit has been received for: MATH 4457;
Instructor: Ji, Liangyue
Description: Student may contact the instructor or department for information.

Math 4281 Introduction to Modern Algebra
4 credit(s);
Instructor: Striker, Jessica Palencia
Description: Student may contact the instructor or department for information.

Math 4281 Introduction to Modern Algebra
4 credit(s);
Instructor: Butterfield, Jane
Description: Student may contact the instructor or department for information.

Math 4428 Mathematical Modeling
4 credit(s);
Instructor: Zhao, Longhua
Description: Student may contact the instructor or department for information.

Math 4512 Differential Equations with Applications
3 credit(s);
Instructor: Shapeev, Alexander
Description: Student may contact the instructor or department for information.

Math 4512 Differential Equations with Applications
3 credit(s);
Instructor: Simpson, Gideon Randell
Description: Student may contact the instructor or department for information.

Math 4567 Applied Fourier Analysis
4 credit(s);
Instructor: Hejhal, Dennis A
Description: Student may contact the instructor or department for information.
Math 4604 Advanced Calculus II
4 credit(s);
Instructor: Aristoff, David G
Description: Student may contact the instructor or department for information.

Math 4653 Elementary Probability
4 credit(s);
Instructor: Moeckel, Richard B
Description: Student may contact the instructor or department for information.

Math 4707 Introduction to Combinatorics and Graph Theory
4 credit(s);
Instructor: Musiker, Gregg Joseph
Description: Student may contact the instructor or department for information.

Math 4991 Independent Study
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: Mosher, Bryan
Description: Student may contact the instructor or department for information.

Math 4991 Independent Study
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: Ashkenazi, Rina
Description: Student may contact the instructor or department for information.

Math 4993 Directed Study
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: Fristedt, Bert
Description: Student may contact the instructor or department for information.

Math 4993 Directed Study
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: Conn, Jack Frederi
Description: Student may contact the instructor or department for information.

Math 4993 Directed Study
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: Siegel, Ronald Alan
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Richter, Wayne H
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Moeckel, Richard B
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Fristedt, Bert
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Baxter, John Robert
Description: Student may contact the instructor or department for information.
Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Gray, Lawrence F
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Jiang, Dihua
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Rogness, Jonathan Peter
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Weimerskirch, Mike
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Odlyzko, Andrew
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Mosher, Bryan
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Mori, Yoichiro
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Aristoff, David G
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Faye, Gregory
Description: Student may contact the instructor or department for information.

Math 4995 Senior Project for CLA
A-F only, 1 credit(s);
Instructor: Lan, Kai-Wen
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Adams, Scot Robert
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Frank, David L
Description: Student may contact the instructor or department for information.
Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Rejto, Peter A
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Moeckel, Richard B
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Sell, George R
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Fristedt, Bert
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Baxter, John Robert
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Stanton, Dennis W
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Conn, Jack Frederi
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Gray, Lawrence F
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Santosa, Fadil
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Jiang, Dihua
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Rogness, Jonathan Peter
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Othmer, Hans G.
Description: Student may contact the instructor or department for information.
Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Bobkov, Sergey G
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Odlyzko, Andrew
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Musiker, Gregg Joseph
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Lerman, Gilad M
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Mosher, Bryan
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Lawson, Tyler
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Mori, Yoichiro
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Stinis, Panos
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Ashkenazi, Rina
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Akhmedov, Anar
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Pylyavskyy, Pavlo
Description: Student may contact the instructor or department for information.

Math 4997W Senior project (Writing Intensive)
A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
Instructor: Aristoff, David G
Description: Student may contact the instructor or department for information.
Math 4997W Senior project (Writing Intensive)
- A-F only, 1 credit(s), max credits 2; Meets CLE req of Writing Intensive
- Instructor: Kemajou, Isabelle
- Description: Student may contact the instructor or department for information.

Math 5068 Actuarial Mathematics II
- 4 credit(s);
- Instructor: Ashkenazi, Rina
- Description: Student may contact the instructor or department for information.

Math 5068 Actuarial Mathematics II
- 4 credit(s);
- Instructor: Lyle, Aileen Conlon
- Description: Student may contact the instructor or department for information.

Math 5076 Mathematics of Options, Futures, and Derivative Securities II
- A-F only, 4 credit(s);
- Instructor: Liu, Zhen
- Description: Student may contact the instructor or department for information.

Math 5166 Mathematical Logic II
- 4 credit(s);
- Instructor: Richter, Wayne H
- Description: Math 5166 is part of a year course in Mathematical Logic. It is a continuation of Math 5165. Topics covered include a study of algorithms and first-order logic. More specifically, the course begins with applications of the Goedel Completeness Theorem and assumes that the student is familiar with this theorem. Since the course is a direct continuation of Math 5165 and relies heavily from material in Math 5165, it is not recommended that students take this course without first taking Math 5165.

Math 5248 Cryptology and Number Theory
- 4 credit(s);
- Instructor: Frank, David L
- Description: Student may contact the instructor or department for information.

Math 5248 Cryptology and Number Theory
- 4 credit(s);
- Instructor: Stanton, Dennis W
- Description: Student may contact the instructor or department for information.

Math 5251 Error-Correcting Codes, Finite Fields, Algebraic Curves
- 4 credit(s);
- Instructor: Odlyzko, Andrew
- Description: How can music CDs that have been scratched still produce perfect music? How do spacecraft out past Saturn communicate with Earth? And how do high quality movies fit on DCDs? All these depend on some pretty mathematics that is not too complicated and can be learned with minimal prerequisites, given the willingness to pick up some abstract algebraic, combinatorial, and probabilistic concepts.

Math 5286H Honors: Fundamental Structures of Algebra II
- 4 credit(s);
- Instructor: Anderson, Greg William
- Description: Student may contact the instructor or department for information.

Math 5378 Differential Geometry
- 4 credit(s);
- Instructor: Voronov, Alexander A
- Style: 100% Lecture.
Grading: 30% mid exam, 45% final exam, 25% problem solving.
Exam Format: Problem solving

Math 5385 Introduction to Computational Algebraic Geometry
4 credit(s);
Instructor: Moeckel, Richard B
Description: Student may contact the instructor or department for information.

Math 5445 Mathematical Analysis of Biological Networks
4 credit(s);
Instructor: Othmer, Hans G.
Description: Student may contact the instructor or department for information.

Math 5467 Introduction to the Mathematics of Image and Data Analysis
4 credit(s);
Instructor: Lerman, Gilad M
Description:

Math 5486 Introduction To Numerical Methods II
4 credit(s);
Instructor: Holzer, Matt
Description: Student may contact the instructor or department for information.

Math 5525 Introduction to Ordinary Differential Equations
4 credit(s);
Instructor: Sverak, Vladimir
Description: Student may contact the instructor or department for information.

Math 5588 Elementary Partial Differential Equations II
A-F only, 4 credit(s);
Instructor: Barton, Ariel Elizabeth
Description: Student may contact the instructor or department for information.

Math 5616H Honors: Introduction to Analysis II
4 credit(s);
Instructor: Gulliver II, Robert D
Description: Student may contact the instructor or department for information.

Math 5616H Honors: Introduction to Analysis II
4 credit(s);
Instructor: Bilyk, Dmytro
Description: Student may contact the instructor or department for information.

Math 5651 Basic Theory of Probability and Statistics
4 credit(s);
Instructor: Yao, Lingxing
Description: Student may contact the instructor or department for information.

Math 5651 Basic Theory of Probability and Statistics
4 credit(s);
Instructor: Kemajou, Isabelle
Description: Student may contact the instructor or department for information.

Math 5652 Introduction to Stochastic Processes
4 credit(s);
Instructor: Weimerskirch, Mike
Description: Student may contact the instructor or department for information.

Math 5652 Introduction to Stochastic Processes
Math 5654 Prediction and Filtering
4 credit(s);
Instructor: Fristedt,Bert
Description: This course is one of three courses designed to follow Math 5651/Stat 5101, the "two" courses Math 5651 & Stat 5101 being the same course. The other two courses designed to follow Stat 5101/Math 5651 are Math 5652, Introduction to Stochastic Processes, and Stat 5102, Theory of Statistics II. The courses Math 5654, Math 5652 and Stat 5102 are all distinct from each other, and taking one of them does not preclude taking the other one or two for credit. Math 5654 is concerned with signal processing when the underlying stochastic processes are stationary or Markov. An issue is that of recovering and extrapolating the intended signal when the received signal also contains noise. The intended audience consists of undergraduate mathematics majors who are interested in applying mathematics in this direction and both graduate and undergraduate students in fields where signal processing plays a significant role. Students who have had a probability course elsewhere might wonder whether that course will be sufficient to stand in lieu of the prerequisite Math 5651/Stat 5101. An approximate guide on this issue is: "yes" if that probability course has a multivariable calculus prerequisite and "no" if not.
Style: 90% Lecture, 10% Discussion.
Grading: 48% mid exam, 36% final exam, 16% problem solving.
Exam Format: Problem-solving and proofs, both of which often require essay-type responses

Math 5707 Graph Theory and Non-enumerative Combinatorics
4 credit(s);
Instructor: Reiner,Victor Schorr
Description: Student may contact the instructor or department for information.

Math 8202 General Algebra
A-F only, 3 credit(s);
Instructor: Ciocan-Fontanine,Ionut
Description: Student may contact the instructor or department for information.

Math 8202 General Algebra
A-F only, 3 credit(s);
Instructor: Ciocan-Fontanine,Ionut
Description: Student may contact the instructor or department for information.

Math 8208 Theory of Modular Forms and L-Functions
A-F only, 3 credit(s);
Instructor: Jiang,Dihua
Description: Student may contact the instructor or department for information.

Math 8212 Commutative and Homological Algebra
A-F only, 3 credit(s);
Instructor: Webb,Peter Joseph
Description: Student may contact the instructor or department for information.

Math 8212 Commutative and Homological Algebra
A-F only, 3 credit(s);
Instructor: Webb,Peter Joseph
Description: Student may contact the instructor or department for information.

Math 8254 Algebraic Geometry
A-F only, 3 credit(s);
Instructor: Messing,William
Description: Student may contact the instructor or department for information.

Math 8302 Manifolds and Topology
A-F only, 3 credit(s);
Instructor: Lawson,Tyler
Description: Student may contact the instructor or department for information.
Math 8302 Manifolds and Topology
A-F only, 3 credit(s);
Instructor: Lawson, Tyler
Description: Student may contact the instructor or department for information.

Math 8307 Algebraic Topology
A-F only, 3 credit(s);
Instructor: Li PhD, Tian-Jun
Description: Student may contact the instructor or department for information.

Math 8366 Riemannian Geometry
A-F only, 3 credit(s);
Instructor: Gulliver II, Robert D
Description: Student may contact the instructor or department for information.

Math 8402 Mathematical Modeling and Methods of Applied Mathematics
A-F only, 3 credit(s);
Instructor: Reitich, Fernando Leiva
Description: Student may contact the instructor or department for information.

Math 8442 Numerical Analysis and Scientific Computing
3 credit(s);
Instructor: Cockburn, Bernardo
Description: Student may contact the instructor or department for information.

Math 8446 Numerical Analysis of Differential Equations
A-F only, 3 credit(s);
Instructor: Luskin, Mitchell B
Description: Student may contact the instructor or department for information.

Math 8502 Differential Equations and Dynamical Systems II
A-F only, 3 credit(s);
Instructor: Scheel, Arnd
Description: Student may contact the instructor or department for information.

Math 8540 Topics in Mathematical Biology
A-F only, 1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Foo, Jasmine Yen-teng
Description: This course is on the mathematical analysis of stochastic processes arising in models of evolution and population genetics. No biology background is necessary. For example, topics will include but not be limited to: Moran processes, Wright-Fisher processes, spatial processes, Kingman's coalescent, multitype branching processes.

Math 8580 Topics in Evolutionary Equations
Math 8584 Theory of Partial Differential Equations
A-F only, 3 credit(s);
Instructor: Keel, Markus
Description: Student may contact the instructor or department for information.

Math 8602 Real Analysis
A-F only, 3 credit(s);
Instructor: Fristedt, Bert
Description: Student may contact the instructor or department for information.

Math 8652 Theory of Probability Including Measure Theory
3 credit(s);
Instructor: Krylov, Nicolai Vladimi
Description: Student may contact the instructor or department for information.

Math 8680 Topics in Combinatorics
A-F only, 1-3 credit(s), max credits 12, 12 completions allowed;
Instructor: Stanton, Dennis W
Description: Student may contact the instructor or department for information.

Math 8702 Complex Analysis
A-F only, 3 credit(s);
Instructor: Akhmedov, Anar
Description: Student may contact the instructor or department for information.

Math 8802 Functional Analysis
A-F only, 3 credit(s);
Instructor: Garrett, Paul
Description: Student may contact the instructor or department for information.

Math 8991 Independent Study
S-N only, 1-6 credit(s), max credits 24, 4 completions allowed;
Instructor: Lerman, Gilad M
Description: Student may contact the instructor or department for information.

Math 8991 Independent Study
S-N only, 1-6 credit(s), max credits 24, 4 completions allowed;
Instructor: Ashkenazi, Rina
Description: Student may contact the instructor or department for information.
Math 8992 Directed Reading  
S-N only, 1-6 credit(s), max credits 24, 6 completions allowed;  
Instructor: Olver, Peter J.  
Description: Student may contact the instructor or department for information.

Math 8992 Directed Reading  
S-N only, 1-6 credit(s), max credits 24, 6 completions allowed;  
Instructor: Akhmedov, Anar  
Description: Student may contact the instructor or department for information.

Math 8993 Directed Study  
S-N only, 1-6 credit(s), max credits 24, 6 completions allowed;  
Instructor: Mori, Yoichiro  
Description: Student may contact the instructor or department for information.

Mathematics Education  145 Peik Hall

MthE 3101 Mathematics and Pedagogy for Elementary Teachers I  
A-F only, 3 credit(s);  
Instructor: Pettis, Christy R  
Description: Student may contact the instructor or department for information.

MthE 3102 Mathematics and Pedagogy for Elementary Teachers II  
A-F only, 3 credit(s);  
Instructor: Cramer, Kathleen Ann  
Description: Student may contact the instructor or department for information.

MthE 3102 Mathematics and Pedagogy for Elementary Teachers II  
A-F only, 3 credit(s);  
Instructor: Wyberg, Terrence R  
Description: Math content knowledge of K-6 in an environment modeling pedagogy for future implementation. Integrated content/methods. Problem solving, connections, communication, reasoning, representation. Geometry, measurement, probability, statistics.

MthE 5031 Geometric Structures in School Mathematics  
3 credit(s);  
Instructor: Clarkson, Lesa M  
Description: Student may contact the instructor or department for information.

MthE 5172 Teaching Probability and Statistics  
3 credit(s);  
Instructor: Clarkson, Lesa M  
Description: Investigation of fundamental concepts and principles of probability and statistics. Emphasis on activities and applications appropriate for junior and senior high school classes. Pedagogical experiences to prepare teachers to integrate quantitative literacy accurately and effectively in classrooms.

MthE 5355 Mathematics for Diverse Learners  
3 credit(s);  
Instructor: Post, Thomas R  
Description: Mathematical concepts and methods for exceptional students, both low achieving and gifted. Experimental materials and methods designed for underachieving students.

MthE 5366 Technology-Assisted Mathematics Instruction  
3 credit(s);  
Instructor: Wyberg, Terrence R  
Description: Technology—including computers, programmable and graphing calculators, and video—as instructional tools in mathematics; design and evaluation of technology-based mathematics lessons; the effect of technology on the mathematics curriculum; managing the technology-enriched classroom.
MthE 5696 Student Teaching in Mathematics
   S-N only, 1-8 credit(s), max credits 8, 1 completion allowed;
   Instructor: STAFF
   Description: Student teaching in secondary school mathematics classes.

MthE 5993 Directed Studies in Mathematics Education
   S-N only, 2 credit(s), max credits 3, 1 completion allowed;
   Instructor: STAFF
   Description: Secondary school classroom teaching project designed to improve specific teaching skills, planned by
student and approved and directed by student's adviser as part of MthE program.

Mechanical Engineering

ME 3041 Industrial Assignment I
   A-F only, 2 credit(s);
   Instructor: Kelso, Frank M
   Description: Student may contact the instructor or department for information.

ME 3221 Design and Manufacturing I: Engineering Materials and Manufacturing Processes
   A-F only, 4 credit(s);
   Instructor: Mantell, Susan C
   Description: Course Objectives: Almost all engineering and engineering management activity will involve some dealing
with manufacturing engineers and manufacturing processes. Much of this activity will be asking or answering technical
questions about materials, material behavior, material processing and product characteristics. The goals of this course are
to provide information about manufacturing processes, a way of considering problems related to material processing and
some experience with processes so that manufacturing engineering questions can be understood and answered by the use
of fundamental engineering science concepts. This entails the use of many topics covered in the prerequisite courses and
provides the opportunity to apply engineering science concepts. The general goal is to provide knowledge so that informed
observations can be made about the effects of process parameters on process performance and product quality. This goal
is pursued by analyzing various manufacturing processes using existing process models. With successful completion of
this course the student should be able to: 1) Identify critical process variables which affect process performance; 2) Select
appropriate material property values for use in process analysis; 3) Estimate forces and temperatures in various processes;
4) Develop simple process models; 5) Evaluate process variability and process capabilities.
   Style: 80% Lecture, 20% Laboratory.
   Exam Format: short problems

ME 3221 Design and Manufacturing I: Engineering Materials and Manufacturing Processes
   A-F only, 4 credit(s);
   Instructor: Mantell, Susan C
   Description: Student may contact the instructor or department for information.

ME 3221 Design and Manufacturing I: Engineering Materials and Manufacturing Processes
   A-F only, 4 credit(s);
   Instructor: Mantell, Susan C
   Description: Student may contact the instructor or department for information.

ME 3222 Design and Manufacturing II
   A-F only, 4 credit(s);
   Instructor: Corrigan, Tom
   Description: Student may contact the instructor or department for information.

ME 3281 System Dynamics and Control
   A-F only, 4 credit(s);
   Instructor: Rajamani, Rajesh
   Description: Student may contact the instructor or department for information.

ME 3331 Thermal Sciences I
   A-F only, 3 credit(s);
   Instructor: Kortshagen, Uwe Richard
   Description: Student may contact the instructor or department for information.
ME 3332 Thermal Sciences II  
A-F only, 3 credit(s);  
Instructor: Hong, Jiarong  
Description: Student may contact the instructor or department for information.

ME 3333 Thermal Sciences III  
A-F only, 3 credit(s);  
Instructor: Kulacki, Francis A  
Description: Student may contact the instructor or department for information.

ME 4031W Basic Mechanical Measurements Laboratory  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Lipinski, Wojciech  
Description: Student may contact the instructor or department for information.

ME 4043W Industrial Assignment II  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Kelso, Frank M  
Description: Student may contact the instructor or department for information.

ME 4044 Industrial Assignment III  
A-F only, 2 credit(s);  
Instructor: Kelso, Frank M  
Description: Student may contact the instructor or department for information.

ME 4054W Design Projects  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Bohlmann, Brad  
Description: Student may contact the instructor or department for information.

ME 4081H Mechanical Engineering Honors Thesis I  
A-F only, 2 credit(s);  
Instructor: Lipinski, Wojciech  
Description: Student may contact the instructor or department for information.

ME 4082H Mechanical Engineering Honors Thesis II  
A-F only, 2 credit(s); Meets CLE req of Writing Intensive  
Instructor: Van De Ven, James Donald  
Description: Student may contact the instructor or department for information.

ME 4090 Advanced Engineering Problems  
1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Kelso, Frank M  
Description: Student may contact the instructor or department for information.

ME 4090 Advanced Engineering Problems  
1-4 credit(s), max credits 4, 1 completion allowed;  
Instructor: Sparrow, Ephraim M  
Description: Student may contact the instructor or department for information.

ME 4231 Motion Control Laboratory  
A-F only, 4 credit(s);  
Instructor: Sun, Zongxuan  
Description: Student may contact the instructor or department for information.

ME 4232 Fluid Power Control Lab  
A-F only, 4 credit(s);  
Instructor: Van De Ven, James Donald  
Description: Student may contact the instructor or department for information.
ME 4331 Thermal Energy Engineering Laboratory
A-F only, 4 credit(s);
Instructor: Hubel, Allison
Description: Student may contact the instructor or department for information.

ME 4431W Energy Conversion Systems Laboratory
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Kittelson, David Burnell
Description: Student may contact the instructor or department for information.

ME 5105 HVAC System Design
A-F only, 4 credit(s);
Instructor: Kuehn, Thomas Howard
Description: This course focuses on the engineering design principles of heating, ventilating and air conditioning systems used in buildings. Students are divided into teams and then design the complete HVAC system for an actual mid-sized building located in the Twin Cities area to include specifying the central equipment and laying out and sizing the ductwork and hydronic piping systems. Teams are assigned to nearby participating HVAC design firms who provide workstations, software and design mentoring assistance for the students. In addition to accepted design practice as promulgated by ASHRAE, the students learn about building codes and standards and evolving concepts such as green buildings, LEED certification, and alternative energy options including wind and solar energy. Upon completion of this course, students should be able to design the entire mechanical system for a building using state-of-the-art technology. Design procedures are reviewed for heat exchangers, cooling towers, hydronic systems and air handling systems. Students design the HVAC system for an actual commercial building. The course is targeted to senior undergraduate and beginning engineering graduate students.
Style: 30% Lecture, 15% Discussion, 50% Small Group Activities, 5% Student Presentation.
Grading: 35% mid exam, 50% special projects, 15% written homework. Final design project: a) written report and drawings (25%), b) oral presentation (25%)
Exam Format: Problem solving.

ME 5223 Materials in Design
4 credit(s);
Instructor: Yang, Rusen
Description: The course will stress selection of materials to fulfill specific design and functional requirements, to guard against progressive and/or catastrophic failure, and to meet design-manufacturing requirements. The course aims to provide the theoretical and science background for selection of materials used in engineered products and to provide practical guidelines for material selection in the design context. Similar considerations apply for process selection. Since polymeric materials have come into extensive engineering use in machines and consumer products, discussion of design principles applicable to polymers (and rubbers) will be an integral part of this course. The first part of the course will stress materials selection. The second part of the course will focus on polymeric materials and design with polymers. The final part of the course will focus on design against failure
Style: 100% Lecture.
Grading: 30% mid exam, 40% final exam, 30% written homework.

ME 5241 Computer-Aided Engineering
A-F only, 4 credit(s);
Instructor: Kelso, Frank M
Description: Course Description: This is a project-based course on using computers to assist or automate engineering design and analysis tasks. It covers four areas of computer applications in engineering: computer graphics, design optimization, finite element analysis (static structural applications), and design documentation. The first two projects require students to develop software, while the last two projects make use of commercially available software. This course introduces the Matlab programming language for use with the first two projects (no prior experience required). The second two projects involve the use of ANSYS finite element software and Creo Elements CAD software.
Class time: 100% lecture
Workload: 4 projects; 1 or 2 lead-in homeworks per project; final exam. Grade: 60% projects; 20% homeworks; 20% final exam

ME 5247 Stress Analysis, Sensing, and Transducers
A-F only, 4 credit(s);
Instructor: Klamecki, Barney Eugene
Description: The course covers the experimental determination of strain and stress using electrical resistance strain gages and photoelasticity. The characterization, selection and use of sensors for mechanical measurements are discussed in lecture and demonstrated in the laboratory, e.g., strain gages, load cells, accelerometers and wireless sensor systems. Finite element stress analysis is introduced in the comparison of calculated and measured stress fields. The course project
is an application of the measurement techniques to a suggested mechanical engineering problem or, preferably, to a problem of interest defined by the student. Grading is based on written examinations, lab reports and the course project.

**Style:** 50% Lecture, 40% Laboratory, 10% Student Presentation. Two hour laboratory time to be determined at first class meeting

**Grading:** 20% mid exam, 20% final exam, 25% reports/papers, 15% special projects. Two midterm examinations, optional final examination

**Exam Format:** Examinations are problems similar to homework problems

---

**ME 5286 Robotics**

- **A-F only, 4 credit(s);**
- **Instructor:** Morellas,Vassilios
- **Description:** The course deals with four major components: the robot manipulator (or more commonly known as the robot arm), robot vehicles, image processing and embedded computing. Lecture topics fall into two of these categories - the manipulator and image processing. Topics covered under robot manipulators include the mathematics of a 6 degree of freedom machine operating in a 3D world and the control of robot position, velocity, path and force. These require knowledge about their forward and inverse kinematics, the mathematics of homogeneous transformations and coordinate frames, the Jacobian and velocity control, computational issues related to robot control, determining path trajectories, reaction forces, manipulator dynamics and control. Topics under computer vision include: image sensors, digitization, preprocessing, thresholding, edge detection, segmentation, feature extraction, classification, frequency domain techniques, and 3D analysis. Main project: Design and implement a guidance controller for a truck. Skeleton code is provided. The goal is to write the remaining code needed to guide a virtual truck along a specified path on a given road. There will also be several smaller projects dealing with the computer vision part of the course. Prerequisite: ME3281 System Dynamics and Control, or equivalent. Recommended: Background in C programming. However, it is possible to pick up what you need in the first few weeks of class.
- **Style:** 90% Lecture, 10% Discussion.
- **Grading:** 50% special projects, 50% quizzes.
- **Exam Format:** Solve problems (open book, open notes)

---

**ME 5341 Case Studies in Thermal Engineering and Design**

- **A-F only, 4 credit(s);**
- **Instructor:** Sparrow,Ephraim M
- **Description:** This course may be the most useful among those offered in mechanical engineering. Real-world engineering problems are brought into the classroom. To solve problems of such real complexity, powerful computational tools are taught. These include ANSYS thermal (heat conduction), ANSYS structural and thermal stresses. The main part of the course is computational fluid dynamics (CFD). For this, CFX software is taught. These software codes are applied to numerous real-world problems. No prior experience with software is needed. No exams or quizzes. No textbook. Two projects. One-on-one computer lab help is available.

---

**ME 5351 Computational Heat Transfer**

- **A-F only, 4 credit(s);**
- **Instructor:** Garrick,Sean Clifford
- **Description:** Numerical solution of heat conduction and analogous physical processes. Development and use of a computer program to solve complex problems involving steady and unsteady heat conduction, fully developed flow and heat transfer in ducts, flow in porous media, and other special applications. Use of the computer program for design and optimization.
- **Style:** 70% Lecture, 30% Discussion.
- **Grading:** 80% special projects, 5% in-class presentation, 15% problem solving.

---

**ME 5446 Introduction to Combustion**

- **A-F only, 4 credit(s);**
- **Instructor:** Ghosh,Abhimanyu
- **Description:** Student may contact the instructor or department for information.

---

**ME 5446 Introduction to Combustion**

- **A-F only, 4 credit(s);**
- **Instructor:** Northrop,William
- **Description:** Student may contact the instructor or department for information.

---

**ME 5461 Internal Combustion Engines**

- **A-F only, 4 credit(s);**
- **Instructor:** Kittelson,David Burnell
- **Description:** Student may contact the instructor or department for information.
ME 8001 Research Ethics and Professional Practice
No Grade, 0 credit(s);
Instructor: Kulacki, Francis A
Description: Student may contact the instructor or department for information.

ME 8222 New Product Design and Business Development II
A-F only, 4 credit(s); Credit will not be granted if credit has been received for: BMEN 8402;
Instructor: Adams, Carl Robert
Description: See web site for course description.

ME 8228 Finite Elements in Multidisciplinary Flow/Thermal/Stress and Manufacturing Applications
A-F only, 4 credit(s);
Instructor: Tamma, Kumar K
Description: Student may contact the instructor or department for information.

ME 8253 Computational Nanomechanics
3 credit(s);
Instructor: Dumitrica, Traian
Description: Student may contact the instructor or department for information.

ME 8287 Topics in Dynamics and Control: Passivity Based Control of Mech & Fluid Power Sys
A-F only, 4 credit(s), max credits 12, 3 completions allowed;
Instructor: Li, Perry Y
Description: Student may contact the instructor or department for information.

ME 8337 Experimental Methods in the Thermal Sciences
A-F only, 3 credit(s);
Instructor: Simon, Terrence W
Description: Student may contact the instructor or department for information.

ME 8342 Convection
A-F only, 3 credit(s);
Instructor: Shen, Lian
Description: Student may contact the instructor or department for information.

ME 8773 Graduate Seminar
S-N only, 1 credit(s);
Instructor: Dumitrica, Traian
Description: Student may contact the instructor or department for information.

ME 8774 Graduate Seminar
S-N only, 1 credit(s);
Instructor: Dumitrica, Traian
Description: Student may contact the instructor or department for information.

ME 8794 Mechanical Engineering Research
S-N only, 1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Durfee, William K
Description: Student may contact the instructor or department for information.

Medical Industry Leadership Institute 4-145 Carlson School of Management

MILI 5589 Medical Technology Evaluation and Market Research
A-F only, 2 credit(s);
Instructor: Parente, Stephen T
Description: Student may contact the instructor or department for information.

MILI 5990 The Healthcare Marketplace
A-F only, 3 credit(s);
MILI 5995 Medical Industry Valuation Laboratory
A-F only, 2 credit(s);
Instructor: Parente, Stephen T
Description: Student may contact the instructor or department for information.

MILI 5999 Independent Study
A-F only, 1-8 credit(s), max credits 16;
Instructor: Parente, Stephen T
Description: Student may contact the instructor or department for information.

MILI 6235 Pharmaceutical Industry: Business and Policy
A-F only, 2 credit(s);
Instructor: Connor, Robert Alan
Description: Pharmaceutical Industry: Business and Policy: This course is a joint venture of the Carlson School of Management and the College of Pharmacy at the University of Minnesota. In addition to academic faculty from these schools, the course also engages the participation of key leaders in the pharmaceutical industry and the health sector in general. The panel format, followed by receptions during which students can meet executives, facilitates opportunities for interaction among guest faculty and students. This course is designed to engage full-time and working professional students in the fields of management and pharmacy though interdisciplinary exposure to key business and policy aspects of the pharmaceutical industry. For general management students, it provides exposure to the technical, clinical and policy issues of the pharmaceutical industry. For pharmacy students, it provides additional exposure to the business, financial, and entrepreneurial aspects of the pharmaceutical industry. For all, it provides an excellent opportunity for interdisciplinary learning and networking.

MILI 6589 Medical Technology Evaluation and Market Research
A-F only, 2 credit(s);
Instructor: Parente, Stephen T
Description: Hands-on experience in creating a value proposition for new medical technologies. Leadership pathways in medical technology, insurance, and delivery industries. Personal input from industry leaders United Health Group, Medtronic, and Mayo Clinic.

MILI 6990 The Health Care Marketplace
A-F only, 2 credit(s);
Instructor: Parente, Stephen T
Description: Survey of trillion dollar medical industry. Physician/hospital services, insurance, pharmaceuticals, medical devices, information technology. Scale, inter-relationships, market opportunities, barriers.

MILI 6991 Anatomy and Physiology for Managers
A-F only, 2 credit(s);
Instructor: Hertzberg, Jeffrey K
Description: Overview of medical vocabulary/physiology of major body systems. Understanding current clinical practice. Market opportunities of major body systems, Medical technology innovation.

MILI 6995 Medical Industry Valuation Laboratory
A-F only, 2 credit(s), max credits 6, 3 completions allowed;
Instructor: STAFF
Description: Interdisciplinary student teams create rapid production market analysis of promising medical technologies/services to determine potential for success in market. Exposure to University innovations, venture firms, inventors.

MILI 6996 Medical Industry Valuation Laboratory II
A-F only, 2-4 credit(s), max credits 10, 3 completions allowed;
Instructor: Nelson, Randall Stephen
Description: Student may contact the instructor or department for information.

MILI 6999 Independent Study
A-F only, 1-8 credit(s), max credits 16;
Instructor: STAFF
Medicinal Chemistry  8-101 Weaver-Densford Hall

MedC 8002 General Principles of Medicinal Chemistry
A-F only, 3 credit(s);
Instructor: Fecik, Robert A
Description: Student may contact the instructor or department for information.

MedC 8100 Medicinal Chemistry Seminar
1 credit(s), max credits 6, 6 completions allowed;
Instructor: Abul-Hajj, Yusuf J
Description: Student may contact the instructor or department for information.

MedC 8413 Chemistry of Nucleic Acids
A-F only, 3 credit(s);
Instructor: Tretyakova, Natalia Yurievna
Description: Student may contact the instructor or department for information.

MedC 8471 High Throughput Drug Discovery
A-F only, 3 credit(s);
Instructor: Haskell-Luevano, Carrie
Description: Student may contact the instructor or department for information.

MedC 8700 Advanced Concepts in Drug Design
A-F only, 2 credit(s); 5600 or instr consent
Credit will not be granted if credit has been received for: PHAR 6247H;
Instructor: Fecik, Robert A
Description: Student may contact the instructor or department for information.

MedC 8800 Medicinal Chemistry Laboratory Techniques
S-N only, 1-2 credit(s), max credits 4, 4 completions allowed;
Instructor: Wagner, Carston R
Description: Student may contact the instructor or department for information.

MedC 8900 Research in Medicinal Chemistry
A-F only, 1-4 credit(s), max credits 8, 8 completions allowed;
Instructor: Wagner, Carston R
Description: Student may contact the instructor or department for information.

Medieval Studies  1030 Heller Hall

MeSt 3610 Topics in Medieval Studies: Medieval Stories
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Noakes, Susan J
Description: Student may contact the instructor or department for information.

MeSt 3610 Topics in Medieval Studies: Christians, Muslims, and Jews in the Middle Ages
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Phillips Jr, William D
Description: This course will cover 400-1500. Discussion of slaves and slavery in the Mediterranean world and adjacent regions. Coverage of western Europe, Byzantine Empire, Islamic world, and their interactions. Readings will be in primary and secondary sources, all on-line.
Style: 30% Lecture, 15% Film/Video, 30% Discussion, 15% Small Group Activities, 10% Student Presentation.
Grading: 50% reports/papers, 20% special projects, 10% attendance, 5% in-class presentation, 15% class participation.

MeSt 3610 Topics in Medieval Studies: Medieval Cities of Europe: 500-1500
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Reyerson, Kathryn L
Description: Student may contact the instructor or department for information.
MeSt 3610 Topics in Medieval Studies: Medieval Mediterranean: Merchants and Pirates
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Reyerson,Kathryn L
Description: Student may contact the instructor or department for information.

MeSt 3610 Topics in Medieval Studies: Age of St. Augustine of Hippo
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Nicholson,Oliver
Description: This course is an introduction to a formative period in the history of Europe and the Near East. The years 365-500 AD. saw Christianity take root as the dominant religion of the Roman Empire, they saw developing relations between Rome and the Persian Empire, they saw Western Europe threatened by warlike horsemen from the steppes of central Asia and invaded by Germanic tribes who came eventually to form the nations of modern Europe. We shall study these historical changes across a wide range of civilizations, from the savage Huns and their fearsome leader Attila, the "Scourge of God", to the solemn ceremonial of the early Byzantine court, and the lively city of Constantinople which surrounded it. We shall also consider in detail the writings of the two most influential authors of the period, Boethius's "Consolation of Philosophy" and Augustine's "Confessions", one of the most honest autobiographies ever written. The emphasis of all readings will be on texts written at the time (in English translation). Everyone will write an essay. This will be history with the people left in. Come and meet folk like Augustine - he may be far away in time but his preoccupations are vividly recognizable now. There is something here for everyone, from those who know nothing about Late Antiquity to actual and potential Classics majors.
Style: Lecture-and-discussion
Grading: EITHER paper (60%) + final (40 %) OR 2 x midterms (30% each) + final (40%)
Exam Format: 'Gobbets' - ancient passages set for comment, explanation of how to comment to be given in class.

MeSt 3610 Topics in Medieval Studies: History of the Crusades
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Lower,Michael T
Description: Student may contact the instructor or department for information.

MeSt 3610 Topics in Medieval Studies: Survey of Medieval English Literature
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Scheil,Andrew
Description: Student may contact the instructor or department for information.

MeSt 3610 Topics in Medieval Studies: Introduction to Medieval History
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Hill,Gabriel
Description: The course examines sex, religion, war, disease, and other topics during the European Middle Ages (ca. 500-1500). We will cover the transformation of the Roman Empire, the development of Christianity, the rise of the Carolingians, the Papacy, Heresy, the Crusades, the development of Islam, the Black Death, and the Hundred Year's War. In addition to Western Europe, we will venture into Russia, Byzantium, the Middle East, and other areas. We will also be thinking about how the Middle Ages are portrayed in modern society by watching a few films that attempt to recreate the Middle Ages. This is a broad survey of the period, so no prior experience in the topic is expected. Grading will be based on independent book reviews on books/topics that interest students, two in-class exams, and participation.

MeSt 3610 Topics in Medieval Studies: The Viking World: Story, History, and Archaeology
3 credit(s), max credits 24, 8 completions allowed;
Instructor: Zimo,Ann E
Description: Terrorizing the locals from Byzantium to Ireland with their swift attacks, the Vikings acquired a savage reputation in the minds and stories of their victims, typically inhabitants of medieval Christian Europe. Yet the enduring influence of the medieval Scandinavians?both in the medieval world and in the modern imagination?exceeds their violent behavior. Not only successful raiders, they were also astute merchants, diligent farmers, skilled craftsmen, and savvy political players. The Vikings raided AND traded from Norway to Newfoundland, from Sweden to the Silk Road. They sailed their dragon-prowed ships over the treacherous, frozen North Sea, to the North Atlantic, and through the Straits of Gibraltar into the warm, blue waters of the Mediterranean. In the process, they circulated not only fear, but goods and culture. Through an array of sources, including archaeological studies and translations of medieval histories and literature, this course examines the Viking presence throughout the medieval world and follows their western expansion across the North Atlantic. We will also consider their worldviews, literature, and artistic expressions, trace their transition from paganism to Christianity, unravel their political organizations, and delve into daily life and culture. Throughout the course, we will analyze how the Vikings have been (mis)understood and (mis)represented over the centuries, and will gain an understanding of how we know what we know about them.
MeSt 3610 Topics in Medieval Studies: Medieval Art  
3 credit(s), max credits 24, 8 completions allowed;  
Instructor: Bartoli, Roberta  
Description: Student may contact the instructor or department for information.

MeSt 3610 Topics in Medieval Studies: Envisioning Muslims: The Middle Ages and Today  
3 credit(s), max credits 24, 8 completions allowed;  
Instructor: Heng, Geraldine  
Description: Student may contact the instructor or department for information.

MeSt 5610 Advanced Topics in Medieval Studies: New Directions in the Middle Ages, ca. 300-1100  
3 credit(s), max credits 15, 5 completions allowed;  
Instructor: Bachrach, Bernard S  
Description: Student may contact the instructor or department for information.

MeSt 5610 Advanced Topics in Medieval Studies: Saga Reading and Analysis  
3 credit(s), max credits 15, 5 completions allowed;  
Instructor: Grimstad, Kaaren E  
Description: Student may contact the instructor or department for information.

MeSt 5610 Advanced Topics in Medieval Studies: Early Globalities  
3 credit(s), max credits 15, 5 completions allowed;  
Instructor: Lower, Michael T  
Description: Student may contact the instructor or department for information.

MeSt 5610 Advanced Topics in Medieval Studies: Lovers, Crusaders, and Medieval Vernacular Song  
3 credit(s), max credits 15, 5 completions allowed;  
Instructor: Currie, Gabriela  
Description: In this course we will investigate medieval vernacular repertoires from the Iberian Peninsula to Central Europe from the twelfth to the fifteenth century, with particular emphasis on the ‘amour courtois’ and crusader repertoires in the context of trans-Mediterranean cultural exchanges. We will address questions pertaining to their contemporaneous socio-cultural and economic milieu, organology, and aspects of dissemination of musical instruments in the context of the larger Mediterranean cultural exchange, as well as performance practice, the relationship between text and music, and the relationship between oral and written modes of composition and transmission.

MeSt 8110 Seminar in Medieval Studies: New Directions in the Middle Ages, ca. 300-1100  
A-F only, 3 credit(s), max credits 48, 16 completions allowed;  
Instructor: Bachrach, Bernard S  
Description: This course is intended for both advanced undergraduate students and graduate students who are interested in the later Roman Empire and the early Middle Ages. Students will have the opportunity to read about various aspects of the fall of Rome and the development of medieval Europe and the Middle East both in terms of the surviving sources, both literary and archaeological, and also in regard to the most recent ideas put forth by professional scholars. Courses of this type are useful to undergraduates developing their ideas for a senior paper, for MA students working on Plan A papers, or for the Plan B MA thesis.

MeSt 8110 Seminar in Medieval Studies: Early Globalities  
A-F only, 3 credit(s), max credits 48, 16 completions allowed;  
Instructor: Lower, Michael T  
Description: Student may contact the instructor or department for information.

Microbial Engineering 240 Gortner Lab

MicE 5309 Biocatalysis and Biodegradation  
3 credit(s); chemistry through organic chemistry; knowledge of word processing, e-mail, access to World Wide Web, access to college-level science library recommended; Credit will not be granted if credit has been received for: BIOC 5309;  
Instructor: Wackett, Lawrence Philip  
Description: Student may contact the instructor or department for information.

MicE 5355 Advanced Fermentation and Biocatalysis Laboratory
Microbiology 1460 Mayo (Box 196)

MicB 3301 Biology of Microorganisms
A-F only, 5 credit(s); [Biol 1002 or Biol 1009 or Biol 2003], [Chem 2301 or BIOC 2331]
Credit will not be granted if credit has been received for: VBS 2032
Instructor: Mohr, Christian D
Description: Microbiology 3301 will provide an extensive overview of the microbial world highlighting the structure, function, and diversity of microorganisms including bacteria, fungi, protozoa and viruses. Topics will include microbial taxonomy, anatomy, physiology, biochemistry, molecular biology and ecology. Microbial pathogenesis, immunology and infectious disease will also be presented and discussed.

MicB 3303 Biology of Microorganisms
A-F only, 3 credit(s); [Biol 1002 or Biol 1009 or Biol 2003], [Chem 2301 or BIOC 2331]
Credit will not be granted if credit has been received for: MICB 3301
Instructor: Mohr, Christian D
Description: Microbiology 3303 will provide an extensive overview of the microbial world highlighting the structure, function, and diversity of microorganisms including bacteria, fungi, protozoa and viruses. Topics will include microbial taxonomy, anatomy, physiology, biochemistry, molecular biology and ecology. Microbial pathogenesis, immunology and infectious disease will also be presented and discussed.

MicB 4141W Biology, Genetics, and Pathogenesis of Viruses: Writing Intensive
4 credit(s); [BIOC 3021, Biol 4003, [3301 or Biol 4004]] or instr consent
Credit will not be granted if credit has been received for: MICB 4171; Meets CLE req of Writing Intensive
Instructor: Schiff, Leslie Ann
Description: MicB 4141W is a writing intensive virology course aimed at upper level undergraduates. The lecture portion of the course is identical to, and meets with, MicB 4171. Microbiology majors have priority for the seats in 4141W. The course is a principle-based discussion of virology, emphasizing common reactions that must be completed by all viruses for successful replication within a host cell and survival within a host population. The molecular basis of alternative replication cycles, the interactions of viruses with host organisms, and how these lead to disease will be presented with examples drawn from a set of representative animal viruses. To achieve course objectives, lectures are combined with active learning techniques and activities. We will use iClickers to engage with the material and each other. 4141W and 4171 have an integral Moodle site on which lecture outlines, study guides, info updates and learning prompts are posted. 4141W students will also participate in ~7 mandatory small group meetings, focused on writing in the discipline. NOTE: The attached syllabus is the final draft from last year---you can expect some changes as I evolve the course every year to make it better!
Style: 60% Lecture, 23% Discussion, 15% Small Group Activities, 2% Guest Speakers. Active learning, discussion
Grading: 28% final exam, 22% reports/papers, 10% written homework, 30% additional semester exams, 5% in-class presentation, 5% other evaluation. iClicker questions/quizzes together will count for 5% of the total achievable points.
Exam Format: Multiple choice, short answer, short essay Online study guides preview many of the possible essay questions.

MicB 4151 Molecular and Genetic Bases for Microbial Diseases
3 credit(s);
Instructor: Davis, Dana
Description: MicB 4151 will explore the biochemical and genetic basis for bacterial and fungal infections. The first few weeks will focus on emerging infections and the evolution of microbial pathogens. Remaining lectures and exercises will investigate the action of microbial toxins, the importance of nutrition and surface molecules as determinants of host-tissue specificity of infection, and mechanisms by which microbes avoid or counter human immunological defenses. The course is targeted at advanced biology undergraduates and graduate students in microbiology, veterinary medicine, food microbiology and other professional biology related programs. 40% of the class are microbiology majors. Knowledge of basic microbiology, immunology and molecular biology is important. The text book is required. Grades will be based on three examinations, team research paper and assignments, in class participation and an individual research paper. The final grade is not curved.
Style: 60% Lecture, 15% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Guest Speakers.
Grading: 62% mid exam, 32% reports/papers, 1% in-class presentation, 5% problem solving.
Exam Format: Short essay

MicB 4151 Molecular and Genetic Bases for Microbial Diseases
**MicB 4151 Biology, Genetics, and Pathogenesis of Viruses**

A-F only, 3 credit(s); [BIOL 3021, BIOL 4003, [3301 or BIOL 4004]] or instr consent Credit will not be granted if credit has been received for: MICB 4141W;

Instructor: Schiff, Leslie Ann

**Description:** MicB 4171 is aimed at upper level undergraduates. The course content is appropriate for majors in biology, microbiology, biochemistry and GCD. It is also recommended for graduate students in related sciences. This course is a principle-based (not a virus-by-virus) discussion of virology, emphasizing common reactions that must be completed by all viruses for successful replication within a host cell and survival and spread within a host population. The molecular basis of alternative reproductive cycles, the interactions of viruses with host organisms, and how these lead to disease will be presented with examples drawn from a set of representative animal viruses. To achieve course objectives, lectures are combined with active learning techniques and activities. We will use iClickers to engage with the material and each other. MicB 4171 has an integral Moodle site on which lecture outlines, study guides, info updates and learning prompts are posted. 4171 is IDENTICAL to 4141W with the exception that 4141W students will also participate in small group meetings, focused on writing in the discipline, and complete additional assignments. NOTE: The attached syllabus is the final draft from last year. You can expect some changes as I evolve the course every year to try to improve it!

**Style:** 70% Lecture, 12% Discussion, 15% Small Group Activities, 3% Guest Speakers.

**Grading:** 45% mid exam, 35% final exam, 10% written homework, 5% in-class presentation, 5% other evaluation. iClicker questions/quizzes together will count for 5% of the total achievable points.

**Exam Format:** Multiple choice, short answer, short essay. Online study guides preview many of the possible essay questions.
MICa 8003 Immunity and Immunopathology
4 credit(s);
Instructor: Jenkins,Marc
Description: Student may contact the instructor or department for information.

MICa 8004 Cellular and Cancer Biology
A-F only, 4 credit(s);
Instructor: Starr,Tim
Description: Student may contact the instructor or department for information.

MICa 8013 Translational Cancer Research
A-F only, 2 credit(s);
Instructor: Connett,John E
Description: Student may contact the instructor or department for information.

MICa 8013 Translational Cancer Research
A-F only, 2 credit(s);
Instructor: Largaespada,David Andrew
Description: Student may contact the instructor or department for information.

MICa 8094 Research in Microbiology, Immunology, and Cancer Biology
S-N only, 1 credit(s), max credits 5, 5 completions allowed;
Instructor: Jenkins,Marc
Description: Student may contact the instructor or department for information.

MICa 8910 Seminar: Faculty Research Topics
No Grade, 0 credit(s);
Instructor: Jameson,Steven Phillip
Description: Student may contact the instructor or department for information.

MICa 8920 Seminar: Student Research Topics
No Grade, 0 credit(s);
Instructor: Pennell PhD,Christopher A
Description: Student may contact the instructor or department for information.

Military Science 110 Armory

Mil 104 MS I Zero Credit Lead Lab
A-F only, 0 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Mil 204 MS II Zero Credit Lead Lab
A-F only, 0 credit(s);
Instructor: Leard,David Allen
Description: Student may contact the instructor or department for information.

Mil 304 MS III Zero Credit Lead Lab
A-F only, 0 credit(s);
Instructor: Phillips,Ryan Davis
Description: Student may contact the instructor or department for information.

Mil 404 MS IV Zero Credit Lead Lab
A-F only, 0 credit(s);
Instructor: DuFault,Frederick Joseph
Mil 1102 Introduction to Tactical Leadership
A-F only, 1 credit(s);
Instructor: Heller, Greg
Description: Student may contact the instructor or department for information.

Mil 1202 Foundations of Tactical Leadership
A-F only, 2 credit(s);
Instructor: Leard, David Allen
Description: Student may contact the instructor or department for information.

Mil 1204 MS II One Credit Lead Lab
A-F only, 1 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Mil 3302 Applied Team Leadership
A-F only, 3 credit(s);
Instructor: Phillips, Ryan Davis
Description: Student may contact the instructor or department for information.

Mil 3402 Leadership in a Complex World
A-F only, 3 credit(s);
Instructor: DuFault, Frederick Joseph
Description: Student may contact the instructor or department for information.

Mil 3502 Marksmanship Training Programs
A-F only, 2 credit(s);
Instructor: Lykens, David A
Description:
Style: 30% Lecture, 60% Laboratory, 5% Student Presentation, 5% Demonstration.
Grading: 10% mid exam, 40% final exam, 10% quizzes, 25% attendance, 15% laboratory evaluation.

Mil 3970 Military History
A-F only, 3 credit(s);
Instructor: Ruedebusch, Mitchell Adam
Description: Student may contact the instructor or department for information.

Molecular Cellular Developmental Biol and Genetics
250 Biological Sciences

MCDG 8900 Student Research Seminar
S-N only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Conklin, Kathleen F
Description: Student may contact the instructor or department for information.

MCDG 8950 Teaching Practicum
S-N only, 1 credit(s), max credits 2;
Instructor: Conklin, Kathleen F
Description: Student may contact the instructor or department for information.

MCDG 8994 Research
S-N only, 1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: Conklin, Kathleen F
Description: Student may contact the instructor or department for information.

Mortuary Science
A-275 Mayo (Box 740)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
<th>Grade Option</th>
<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mort 3005</td>
<td>History of Funeral Service</td>
<td>2</td>
<td>A-F only</td>
<td>Mathews,Michael Clark</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>Mort 3012W</td>
<td>Organization and Management of Funeral Business</td>
<td>3</td>
<td>A-F only, 2  credit(s); Meets CLE req of Writing Intensive</td>
<td>Woosley, Angela</td>
<td>Description</td>
</tr>
<tr>
<td>Mort 3014</td>
<td>Funeral Service Rules and Regulations</td>
<td>2</td>
<td>A-F only</td>
<td>Mathews,Michael Clark</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>Mort 3016</td>
<td>Funeral Service Marketing and Merchandising</td>
<td>3</td>
<td>A-F only</td>
<td>Woosley, Angela</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>Mort 3019</td>
<td>Funeral Practice II</td>
<td>3</td>
<td>A-F only</td>
<td>LuBrant,Michael P</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>Mort 3022W</td>
<td>Funeral Service Arrangements</td>
<td>3</td>
<td>A-F only, 3  credit(s); Meets CLE req of Writing Intensive</td>
<td>Woosley, Angela</td>
<td>Description</td>
</tr>
<tr>
<td>Mort 3030</td>
<td>Funeral Service Law</td>
<td>2</td>
<td>A-F only</td>
<td>Meslow,Doug</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>Mort 3049</td>
<td>Microbiology</td>
<td>2</td>
<td>A-F only</td>
<td>Mathews,Michael Clark</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>Mort 3050</td>
<td>Pathology</td>
<td>3</td>
<td>A-F only</td>
<td>Mathews,Michael Clark</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>Mort 3051</td>
<td>Restorative Art</td>
<td>2</td>
<td>A-F only</td>
<td>LaCourt,Jody Lynn</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>Mort 3061</td>
<td>Embalming Theory</td>
<td>3</td>
<td>A-F only</td>
<td>LaCourt,Jody Lynn</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
<tr>
<td>Mort 3065</td>
<td>Embalming Chemistry</td>
<td>2</td>
<td>A-F only</td>
<td>Mathews,Michael Clark</td>
<td>Student may contact the instructor or department for information.</td>
</tr>
</tbody>
</table>
Mort 3151 Restorative Art Laboratory
A-F only, 1 credit(s), max credits 2;
Instructor: LaCourt, Jody Lynn
Description: Student may contact the instructor or department for information.

Mort 3161 Embalming Laboratory
A-F only, 1 credit(s), max credits 2;
Instructor: LaCourt, Jody Lynn
Description: Student may contact the instructor or department for information.

Mort 3379 Clinical Funeral Service Rotation
S-N only, 1-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Woosley, Angela
Description: Student may contact the instructor or department for information.

Multidisciplinary Studies 20 Ruttan Hall

MdS 3001W Introduction to Multidisciplinary Studies
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Moon, Karen
Description: This course is designed to help students who are returning to complete a bachelor's degree, after a gap of at least two years, re-acclimate to a university environment - specifically the University of Minnesota - and create a program of study appropriate to the Multidisciplinary Studies (MdS) major. Permission numbers for the course are allotted to students already admitted to the MdS major or eligible for admission upon completion of the course. Through readings, discussion, activities and writing, MdS 3001W will invite you to think about your own identity, write an educational autobiography, and create a curriculum to meet your goals. You will learn to view subject matter through a variety of lenses as we read materials from a range of disciplines. Your writings will be self-reflective and will allow you to develop your investigative and evaluative abilities as you consider your future at the University and beyond.
Style: 25% Lecture, 30% Discussion, 25% Small Group Activities, 5% Student Presentation, 5% Field Trips, 10% Guest Speakers.
Grading: 60% reports/papers, 20% quizzes, 20% class participation.

MdS 3001W Introduction to Multidisciplinary Studies
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Garrett, Lisa Ann
Description: This online course is for returning adult students who are admitted to the College of Continuing Education's Multidisciplinary Studies major. Students will develop the skills for creating a proposal of study while cultivating an understanding of the fundamental aspects of a baccalaureate degree at the University of Minnesota. The role of an undergraduate degree in a lifetime of learning will be explored through critical reflection. Students will produce a MdS Proposal for Plan of Study and formulate a plan of courses and projects through which to complete a degree. Students will investigate the nature of higher education and what it means to be university-educated; recognize U of M degree goals and assess previous life, professional, and academic experience against the University's Student Learning Outcomes and Student Development Outcomes; understand the nature of an individualized degree and define the components of the MdS degree; explore the five areas of study in the MdS degree and how each can relate to our understanding of self, our interactions with the people and world around us, and our life experiences; understand the process of critical reflection and its relationship to adult learning and development; collaborate with peers to respond thoughtfully and critically to the work of others; and prepare a MdS Proposal for Plan of Study.
Style: Online Writing Intensive
Grading: 41% MdS Proposal for Plan of Study, 29% Reflective Journal Essays, 15.5% Online Discussions, 14.5% Lifework Inventories/Activities and Peer Reviews

MdS 3093 Directed Study
1-15 credit(s), max credits 15, 1 completion allowed;
Instructor: Nordstrom-Loeb, Barbara E
Description: Student may contact the instructor or department for information.

MdS 3101 Project Development
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Hanson PhD, JoAnn Marie
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Development, completion,
approval of MdS project proposal. Steps/skills of academic project design/development including academic
research/writing. Library data base searching methods/citation styles.

Style: Online
Grading: See attached syllabus

## Museum Studies

**MSt 5012 Museum Practices**
A-F only, 3 credit(s);
Instructor: King, Lyndel Irene
Description: This course focuses on the practical, real world issues of museums more than theory or history. Lyndel King, Director and Chief Curator of the Weisman Art Museum, will coordinate the class, but other Weisman staff and staff of various museums in town will participate.
Grading: 25% mid exam, 25% final exam, 40% written homework, 10% class participation.

**MSt 5020 Internship**
S-N only, 1-6 credit(s), max credits 32, 32 completions allowed;
Instructor: King, Lyndel Irene
Description: Student may contact the instructor or department for information.

**MSt 5020 Internship**
S-N only, 1-6 credit(s), max credits 32, 32 completions allowed;
Instructor: Nelson-Mayson, Lin
Description: Student may contact the instructor or department for information.

**MSt 8993 Directed Study in Museum Studies**
A-F only, 1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: King, Lyndel Irene
Description: Student may contact the instructor or department for information.

**MSt 8993 Directed Study in Museum Studies**
A-F only, 1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Nelson-Mayson, Lin
Description: Student may contact the instructor or department for information.

## Music

**Mus 1013 Rock I: The Historical Origins and Development of Rock Music to 1970**
A-F only, 3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Lubet, Alex J
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Rock music has been an enormously influential and reflexive social force. It is thus common in higher education to study rock primarily as sociology, history, English literature, and fashion—seemingly as anything but the music that is its essence. This course is an exception. Rock music is examined here principally as music—by a practicing musician. This by no means implies that rock’s powerful social implications will be ignored, only that the potency of its social energy emanates from its uniquely compelling sound. For the purposes of this course, rock music will be construed to include all youth-based and youth-inspired American and American-influenced popular music of the era roughly spanning 1950 to 1970. We include both African-American and European-American styles, as well as styles bearing the influences of other ethnic groups.
Style: Online
Grading: See attached syllabus

**Mus 1014 Rock II: Rock Music from 1970 to the Present**
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Mercer-Taylor, Peter J
Description: For non-majors (no prior knowledge of music required or assumed). This course takes up the history of rock around 1970, toward the end of what many consider its Golden Age. From the emergence of “progressive” rock in the early ’70s, we will trace the course of rock and related styles to the present day, considering punk, new wave, heavy metal, hip-hop, alternative, grunge, and a range of repetitive, technology-driven styles (house, techno, etc.). Most of our attention will
be focused on how rock functions as a musical style, and how the structure and language of its music interact with what it appears to be trying to say. But we will consider, as well, the uses to which rock and related styles have been put through this period, how they have contributed to ideas of youth culture, race identity, gender identity, and other social formations. The music of the course is considered within its broader cultural context, as well, and you should come prepared to watch movies, read a couple of short novels, dissect music videos, and surf the Web.

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

**Grading:** 20% mid exam, 30% final exam, 40% reports/papers, 10% class participation.

**Exam Format:** Short-answer questions and brief essays

**Mus 1015 Music and Movies: The Use and Representation of Music and Musicians in Film in a Global Context**

**A-F only, 4 credit(s);**

**Instructor:** Lubet, Alex J

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Most courses and texts on music and film tend to dwell almost exclusively upon a single genre and a single relationship (e.g., How the underscoring can enhance the action, mood, or character portrayal in a particular genre--be it drama, romance, or comedy). It has always been the norm to place limitations on the relationship between music and film. Specialized disciplines have produced numerous masterpieces, and we will not ignore them in this course. However, the relationship between music and film is far more complex than this and begs to be explored more fully. In particular, the depiction of music and musicians on-screen has been enormously common. It has been exceptionally useful in conveying plot, characterization, archetypes, and even in symbolizing entire cultures and "types."

**Style:** Online

**Grading:** See syllabus for complete grading information.

**Exam Format:** Take-home exam

**Mus 1021 Introduction to Music**

**3 credit(s); Credit will not be granted if credit has been received for: MUS 3021; Meets CLE req of Arts/Humanities**

**Instructor:** Currie, Gabriela

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

**Mus 1051 Class Piano for Nonmusic Majors I**

**OPT No Aud, 2 credit(s);**

**Instructor:** STAFF

**Description:** A beginning course for non-music majors with little or no keyboard background. Emphasis on basis functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in an electronic multi-piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: Contemporary Class Piano, 7th ed. by Elyse Mach. Mus 1051 covers Units 1-5, including intervals up to a fifth, major scales and key signatures, major and minor 5-finger patterns and triads, and accompaniments using I, IV and V7 chords.

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

**Grading:** 20% mid exam, 25% final exam, 40% quizzes, 10% class participation, 5% other evaluation. two written projects

**Exam Format:** Individual keyboard performance (plus some written theory).

**Mus 1052 Class Piano for Non Music Majors II**

**OPT No Aud, 2 credit(s);**

**Instructor:** STAFF

**Description:** Continuation of Mus 1051. Emphasis on basic functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in an electronic multi-piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: Contemporary Class Piano, 7th ed. by Elyse Mach. Mus 1052 begins with a review of Mus 1051 and covers Units 6-10, including major and minor scales; intervals up to an octave; accompaniment styles; ABA form; syncopation; secondary chords; pedaling; other scale forms; harmonizing with i, iv, and V7 in minor; jazz styles; 2-hand accompaniments; and major and minor 7th chords.

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

**Grading:** 20% mid exam, 25% final exam, 5% special projects, 40% quizzes, 10% class participation.

**Exam Format:** Individual keyboard performance (plus some written theory).

**Mus 1152 Piano: Class Lessons II**

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

**Instructor:** STAFF

**Description:** Continuation of MUS 1151, a beginning course for freshman music majors or minors with limited keyboard
background. Co-requisite for freshman music theory. Taught by graduate assistants in an electronic piano lab. Emphasis is on functional skills, such as reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and repertoire. Includes lecture, group and individual performance, and some individual instruction. Text: Keyboard Musician by Lyke. 1152 covers chapters 5-8. Students with previous piano background should contact the School of Music for information regarding placement or credit by exam.

**Style:** 10% Lecture, 90% Laboratory.
**Grading:** 25% mid exam, 25% final exam, 30% quizzes, 20% class participation.
**Exam Format:** Individual keyboard performance.

**Mus 1260 Voice Class**
2 credit(s), max credits 4;  
**Instructor:** Grau, John Thomas  
**Description:** In this hands-on vocal laboratory setting, students will develop the basic skills of singing: breath management, tone production, resonance, tone quality, vibrato, body awareness, and diction. Participants will practice and integrate these various elements of classical vocal technique in preparation for and performance of vocal solos from standard vocal literature. Students will discover means to greater self-awareness, confidence, and expression through performance, and enhance their appreciation for the art of singing. Using musical terminology, students will objectively describe and reflect on live classical vocal recitals, operas, and concerts. This course is intended for amateur singers of any background or experience level who wish to learn about the art of singing without amplification and improve themselves vocally and musically.

**Mus 1260 Voice Class**
2 credit(s), max credits 4;  
**Instructor:** Colby, Zachary Alan  
**Description:** In this hands-on vocal laboratory setting, students will develop the basic skills of singing: breath management, tone production, resonance, tone quality, vibrato, body awareness, and diction. Participants will practice and integrate these various elements of classical vocal technique in preparation for and performance of vocal solos from standard vocal literature. Students will discover means to greater self-awareness, confidence, and expression through performance, and enhance their appreciation for the art of singing. Using musical terminology, students will objectively describe and reflect on live classical vocal recitals, operas, and concerts. This course is intended for amateur singers of any background or experience level who wish to learn about the art of singing without amplification and improve themselves vocally and musically.

**Mus 1260 Voice Class**
2 credit(s), max credits 4;  
**Instructor:** Hynes, Laura  
**Description:** In this hands-on vocal laboratory setting, students will develop the basic skills of singing: breath management, tone production, resonance, tone quality, vibrato, body awareness, and diction. Participants will practice and integrate these various elements of classical vocal technique in preparation for and performance of vocal solos from standard vocal literature. Students will discover means to greater self-awareness, confidence, and expression through performance, and enhance their appreciation for the art of singing. Using musical terminology, students will objectively describe and reflect on live classical vocal recitals, operas, and concerts. This course is intended for amateur singers of any background or experience level who wish to learn about the art of singing without amplification and improve themselves vocally and musically.

**Mus 1471 Guitar: Class Lessons I**
A-F only, 2 credit(s);  
**Instructor:** STAFF  
**Description:** Fundamentals for the beginning guitarist; progressive development of skills. Beginning finger-style technique. Introductory sight-reading skills. Emphasis on performance, practice methods, posture, and sound production. Students must furnish an acoustic guitar, preferably a nylon-string guitar.  
**Style:** 40% Lecture, in-class performance  
**Grading:** 25% mid exam, 25% final exam, 50% class participation. 
**Exam Format:** performance

**Mus 1472 Guitar: Class Lessons II**
A-F only, 2 credit(s);  
**Instructor:** Lake, Brendan Scott  
**Description:** Student may contact the instructor or department for information.

**Mus 1502 Theory and Analysis of Tonal Music II**
A-F only, 2 credit(s);
Mus 1512 Ear-Training and Sight-Singing II
A-F only, 1 credit(s);
Instructor: Gopinath, Sumanth S
Description: Student may contact the instructor or department for information.

Mus 1804 World Music
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives
Instructor: STAFF
Description: If you love music, this is the course for you. The only prerequisite is curiosity. Whether you have musical training or not, music is an integral part of your life. You are not only surrounded by it, but you use it to define who you are and what you value in life. This is a great opportunity for non-music majors to get introduced to music from a world music perspective. Explore this exciting world and gain a crosscultural understanding of basic musical elements (rhythm, harmony, melody, texture, and timbre). You will be taken on a musical tour around the globe, focusing on a small number of representative cultures. Our goal is to understand how each representative musical case study fits into a larger cultural, social, and political context. What does it mean to be a musician? How do people conceptualize music? How does music relate to a culture’s daily life and understanding of the universe? These are some of the questions we will be addressing. This course will broaden your horizons and sharpen your critical thinking. You will also have some hands-on musical experiences (you will not be evaluated on the basis of your musical ability). Using musical case studies from around the world, we will explore differences in aesthetics that stem from different lifestyles and values. The course objectives will be accomplished through lectures, video viewing, lots of listening, some hands-on musical experience, selected readings, and assigned concert attendance.

Mus 3021 Introduction to Music
3 credit(s); Credit will not be granted if credit has been received for: MUS 1021; Meets CLE req of Arts/Humanities
Instructor: Currie, Gabriela
Description: Student may contact the instructor or department for information.

Mus 3029 American Music Cultures
3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Currie, Scott
Description: What can we hear when we listen to the sounds of a nation confronting and celebrating its own ever-increasing diversity? What can music tell us about how communities construct, project, and even empower themselves through performance? In this class, we will explore a wealth of musical forms— including folk, country, gospel, blues, polka, klezmer, powwow, mariachi, and salsa— to understand the ways in which ethnic identities coalesce and find expression in sound. In addition to characteristic music cultures of nationally prominent European-, African-, Asian-, and Latin-American ethnic groups, we will also consider those of local communities in the Twin Cities metropolitan area.

Mus 3045 The Avant-Garde
A-F only, 3 credit(s);
Instructor: Lubet, Alex J
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid information. No one can truly "appreciate" music without the experiences of performance and composition. Taking as a point of departure the Avant-Garde's notions that all sounds are potentially musical and that all people are potentially musicians— ideas that are also among my most cherished musical beliefs—you will be asked to create a musical “performance event” that includes at least one of your own original compositions. While you may at first doubt your ability to accomplish this formidable artistic endeavor, let me assure you that, based on my years of experience teaching this course, you can do this and you will enjoy it! You may like it so much that, long after you have completed this course, you may, like several of my students, come to think of yourself as a composer and musician and continue to create and perform works of sonic art. Nothing would please me more.
Style: Online
Grading: See attached syllabus

Mus 3200 Campus Singers
2 credit(s), max credits 16, 8 completions allowed;
Instructor: Mehaffey, Matthew Wayne
Description: Campus Singers is a non-auditioned choral ensemble open to all members of the University community, including students from all majors, faculty, staff and alumni. Offered as a 2-credit class (MUS 3200, sections 1, 2, 3 or 4), Campus Singers ensembles present two concerts each semester of diverse choral repertoire including classical, folk,
popular, and global music. Check the class schedule for meeting times of the different sections.

**Mus 3200 Campus Singers**  
2 credit(s), max credits 16, 8 completions allowed;  
**Instructor:** Morgan, Andrew D  
**Description:** Student may contact the instructor or department for information.

**Mus 3230 Chorus**  
1-2 credit(s), max credits 16, 8 completions allowed;  
**Instructor:** Romey, Kathy Saltzman  
**Description:** The University Women's Chorus presents choral music programs of classical, folk, popular and global repertoire for female and mixed voices. Concerts occur both on and off campus and include performances at Ted Mann Concert Hall, civic venues, and at area festivals. Women's Chorus regularly collaborates with the Men's Chorus, University Singers, Twin Cities arts organizations, other collegiate women's choruses, and various University ensembles. The chorus is open to undergraduate and graduate majors and non-majors. Auditions are held at the beginning of each semester in Ferguson Hall. Information can be obtained by emailing ensemble@umn.edu or by calling the School of Music Ensemble office at (612) 624-5056.  
**Style:** rehearsal/lecture; 20% performance  
**Grading:** 25% other evaluation, attendance of rehearsals/performances; 25% repertoire preparation; 25% demonstrated understanding/application of course materials and techniques; 25% participation, presentation and performance  
**Exam Format:** reaction paper and final performances replace final exam

**Mus 3242 Vocal Literature (French Melodie) and Pedagogy**  
A-F only, 1 credit(s);  
**Instructor:** Zaro-Mullins, Wendy  
**Description:** Student may contact the instructor or department for information.

**Mus 3261 Italian Diction for Singers**  
A-F only, 1 credit(s);  
**Instructor:** Del Santo, Jean Marie  
**Description:** Student may contact the instructor or department for information.

**Mus 3264 French Diction for Singers**  
A-F only, 1 credit(s);  
**Instructor:** Zawisza, Philip David  
**Description:** Student may contact the instructor or department for information.

**Mus 3331 Jazz Improvisation I**  
A-F only, 2 credit(s);  
**Instructor:** Sorenson, Dean Patrick  
**Description:** Jazz Improv I allows students to experience and learn about the basics of jazz improvisation. Classic jazz tunes are used as the core curriculum, and students will play on these tunes regularly as they receive instruction on chord symbol interpretation, chord/scale relationships, and jazz solo construction. Students will also transcribe a classic jazz solo of their choosing, and perform the transcription for the class. Players of all instruments, including vocalists, are welcome.  
**Style:** 20% Lecture, 10% Discussion, 70% Student Presentation  
**Grading:** 20% final exam, 20% special projects, 20% attendance, 40% in-class presentation. "In Class Participation" refers to the weekly homework that will be assigned. These assignments will be performed for the class and graded accordingly.  
**Exam Format:** The final exam will be very similar to the weekly performances. It should be a culmination of all that has been studied over the entire semester

**Mus 3340 Jazz Ensemble**  
A-F only, 1 credit(s), max credits 8, 8 completions allowed;  
**Instructor:** Sorenson, Dean Patrick  
**Description:** The University Jazz Ensembles play a wide variety of big band repertoire and perform for many events, both on and off campus. Entrance is limited to instruments that are traditionally a part of the big band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and percussion. Placement is by audition, and registration is not permitted until after an audition has taken place.  
**Style:** Rehearsal/performance

**Mus 3350 Jazz Combo**  
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: STAFF
Description: Jazz combos study a wide range of small group jazz literature. Time is also spent on improvisation and performance practice concepts. Performances are scheduled each semester. Ensembles are open to music majors and non-music majors, and auditions are required. Students are placed according to their ability and experience.
Style: performance/rehearsal

Mus 3400 University and Campus Bands
2 credit(s), max credits 20, 10 completions allowed;
Instructor: Diem, Timothy W
Description: The Campus Band is a laboratory course designed for undergraduate and graduate students representing a wide variety of academic disciplines across campus. The goal of this organization is to provide students with high level musical experiences through the study of works for large wind band. The group performs twice during the semester. No audition is necessary.
Style: rehearsal
Grading: rehearsal preparation and performance

Mus 3400 University and Campus Bands
2 credit(s), max credits 20, 10 completions allowed;
Instructor: Pettus, Andrew Howard
Description: Student may contact the instructor or department for information.

Mus 3400 University and Campus Bands
2 credit(s), max credits 20, 10 completions allowed;
Instructor: Hand, Caroline
Description: Student may contact the instructor or department for information.

Mus 3400 University and Campus Bands
2 credit(s), max credits 20, 10 completions allowed;
Instructor: Martin, Ingrid Jacqueline
Description: Student may contact the instructor or department for information.

Mus 3401 Basic Conducting
A-F only, 2 credit(s);
Instructor: Luckhardt, Jerry M
Description: Establishment and development of basic conducting skills is the goal with an emphasis on baton technique, nonverbal communication, the role of the conductor and the initial stages of score study. This course is available to all music majors who have completed Mus 3501 or an equivalent.
Style: 20% Lecture, 80% Laboratory.
Grading: 10% mid exam, 20% final exam, 20% reports/papers, 50% class participation.
Exam Format: multiple choice and essay

Mus 3410 University Wind Bands
A-F only, 1 credit(s), max credits 14, 14 completions allowed;
Instructor: Luckhardt, Jerry M
Description: A music ensemble of select wind and percussion players. The ensemble includes a number of undergraduate and graduate majors from other disciplines. Symphonic band performs 4 to 5 concerts each academic year. Admission is by audition only.
Style: rehearsal
Grading: rehearsal preparation and performance

Mus 3410 University Wind Bands
A-F only, 1 credit(s), max credits 14, 14 completions allowed;
Instructor: Kirchhoff, Craig J
Description: A select ensemble comprising the University's finest graduate and undergraduate wind and percussion musicians. Performs 5 to 6 concerts on and off campus each academic year. Admission by audition only.
Style: rehearsal
Grading: rehearsal preparation and performance

Mus 3420 Orchestra
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: Smith, Mark Russell
Mus 3430 Campus Orchestra
2 credit(s), max credits 16, 8 completions allowed;
Instructor: Klemme, Benjamin
Description: Student may contact the instructor or department for information.

Mus 3440 Chamber Ensemble
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: STAFF
Description: Chamber ensembles provide an opportunity for music majors to study and perform chamber music (generally works for three or more instruments) with a faculty coach. There is at least one public performance by each group during the semester. Qualified non-music majors may be permitted to register for chamber music with instructor permission following an audition. For information regarding participation in the School of Music chamber music program, please see: http://www.music.umn.edu/enscomp/chamber.php
Style: 100% Laboratory.
Grading: performances

Mus 3490 Athletics Bands
A-F only, 1 credit(s), max credits 16, 16 completions allowed;
Instructor: Diem, Timothy W
Description: Three Athletic Pep bands, which play for men's hockey and basketball and women's volleyball, basketball and hockey, begin in September. Each band will perform 25 - 30 times throughout the year including regular season and post season events. Audition is required and are held in early September for formation of the three groups. Year-long participation is required.

Mus 3502 Theory and Analysis of Tonal Music IV
A-F only, 2 credit(s);
Instructor: Damschroder, David A
Description: The fourth semester of a four-semester sequence of courses devoted to tonal music theory. The focus of these courses is on analysis of music of the eighteenth and nineteenth centuries, part-writing (learning how to write music in historical styles), and skills including: sight-singing, ear-training, and keyboard performance. Music 3502 is intended primarily for undergraduate music majors. It may also be elected by graduate music majors to remedy deficiencies (though the course does NOT offer graduate credit).
Style: 25% Lecture, 50% Discussion, 25% Laboratory.
Grading: 30% mid exam, 30% final exam, 15% quizzes, 10% problem solving, 15% other evaluation.
Exam Format: essay

Mus 3509 Review of Tonal Theory IV
2 credit(s);
Instructor: Saathoff, Zachary C
Description: Student may contact the instructor or department for information.

Mus 3512 Ear-Training and Sight-Singing IV
A-F only, 1 credit(s);
Instructor: Damschroder, David A
Description: Student may contact the instructor or department for information.

Mus 3519 Review of Ear-Training and Sight-Singing
1 credit(s);
Instructor: Saathoff, Zachary C
Description: Student may contact the instructor or department for information.

Mus 3601W History of Western Music I
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Harness, Kelley A
Description: This is the first course in the undergraduate music history sequence. We will study music composed over a very broad time span, ca. 800 to 1700, looking at the works' musical structures within the larger contexts of musical style, social/political significance, and broad aesthetic and philosophical movements. Because this is a writing intensive (WI) course, both formal and informal writing assignments will constitute a significant percentage (one-third) of the grade. In addition to essay questions on exams, students will complete three short assignments which deal with writing issues (e.g.,
how and when to create footnotes and bibliographies) and two longer papers. The first of the longer papers will deal with issues of performance in early music, while the second will involve analysis of an individual work. Students are required to purchase the following textbooks: Grout, Donald Jay and Palisca, Claude V. . A History of Music. 5th ed. New York: W.W. Norton, 1996 [this book will be used for the entire three-semester sequence] Palisca. Claude V., ed. Norton Anthology of Western Music and accompanying recordings. 3rd ed. 2 vols. New York: W. W. Norton, 1996. The course is intended primarily for undergraduate music majors; other undergraduate students may enroll with the instructor's permission.

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

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

**Exam Format:** Listening ID, short answer, essay

---

**Mus 3603W History of Western Music III**
- A-F only, 3 credit(s);
- Meets CLE req of Writing Intensive
- Instructor: Grayson, David Alan
- Description: Student may contact the instructor or department for information.

**Mus 3950 Topics in Music**
- 2 credit(s), max credits 15, 5 completions allowed;
- Instructor: Diem, Timothy W
- Description: Student may contact the instructor or department for information.

**Mus 4950 Topics in Music**
- 1 credit(s), max credits 15, 5 completions allowed;
- Instructor: Saathoff, Zachary C
- Description: Student may contact the instructor or department for information.

**Mus 4950 Topics in Music**
- 2 credit(s), max credits 15, 5 completions allowed;
- Instructor: Saathoff, Zachary C
- Description: Student may contact the instructor or department for information.

**Mus 5150 Body Awareness in Activity: The Alexander Technique for Musicians**
- 2 credit(s), max credits 4;
- Instructor: McCullough, Brian
- Description: The Alexander Technique is a century-old technique used by musicians and others as a means of solving performance problems and achieving greater potential. For musicians, the interplay of the unconscious habits and body mechanics of daily "use of the self" strongly affect tone production and technical ease. The Alexander Technique provides tools to enhance fundamental coordination leading to improved performance and reduction in stage fright and musculoskeletal pain. The texts used are: "Indirect Procedures--A Musician's Guide to the Alexander Technique" by Pedro de Alcantara; and "Mind and Muscle" by Elizabeth Langford (available on reserve in library). Class discussions will center on assigned readings and each student will be responsible for two short papers on selected portions of the texts. Also open to non-musicians.
- **Style:** 10% Lecture, 25% Film/Video, 25% Discussion, 25% Laboratory, 15% Demonstration. individual work with students
- **Grading:** 33% reports/papers, 33% attendance, 33% class participation.

**Mus 5182 Advanced Piano Literature II**
- A-F only, 2 credit(s);
- Instructor: Shaw, Paul Magnus
- Description: Student may contact the instructor or department for information.

**Mus 5230 Chorus**
- 1-2 credit(s), max credits 16, 8 completions allowed;
- Instructor: Romey, Kathy Saltzman
- Description: The University Women's Chorus presents choral music programs of classical, folk, popular and global repertoire for female and mixed voices. Concerts occur both on and off campus and include performances at Ted Mann Concert Hall, civic venues, and at area festivals. Women's Chorus regularly collaborates with the Men's Chorus, University Singers, Twin Cities arts organizations, other collegiate women's choruses, and various University ensembles. The chorus is open to undergraduate and graduate majors and non-majors. Auditions are held at the beginning of each semester in Ferguson Hall. Information can be obtained by emailing ensemble@umn.edu or by calling the School of Music Ensemble office at (612) 624-5056.
- **Style:** rehearsal/lecture; 20% performance
- **Grading:** 25% other evaluation. attendance of rehearsals/performances;25% repertoire preparation;25% demonstrated understanding/application of course materials and techniques;25% participation, presentation and performance
Mus 5240 University Singers
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: Romey, Kathy Saltzman
Description: The University Singers is the flagship choral ensemble of the University of Minnesota. The group performs as both a large ensemble and smaller chamber ensembles. Singers explore classical and global repertoire for mixed chorus from the Renaissance through the 20th century. Concerts, both on and off campus, include convention presentations, touring, and collaborations with ensembles including the Minnesota Orchestra, St. Paul Chamber Orchestra, other college and community choirs, and many School of Music ensembles. Auditions are held at the beginning of each semester in Ferguson Hall. Information can be obtained by emailing ensemble@umn.edu or by calling the School of Music Ensemble office at (612) 624-5056.

Mus 5250 Opera Workshop and Ensemble
A-F only, 2 credit(s), max credits 16, 8 completions allowed;
Instructor: Walsh, David Allan
Description: Section 1 of Opera Workshop is designed to provide performance-oriented opera and music theatre singers with theoretical and practical instruction in opera stagecraft. The course will combine theatre games and exercises, improvisations, script readings, plus rehearsal of selected opera and music theatre repertoire appropriate to the skill development of the individual student. The ‘non-production’ nature of this course means that the student has the possibility of exploring and ‘trying things out’. Section 2 of Opera Workshop will include participation in the chorus of Opera Theatre productions, where appropriate. Participation in this class (either section) will be determined through an audition process, and/or interview with the instructor, and will be restricted to graduate students and juniors/seniors in the undergraduate programme (exceptions to this restriction may be made on an individual basis, in discussion with the instructor).
Style: 20% Discussion. Practical instruction in stagecraft
Grading: 20% in-class presentation, 80% class participation.
Exam Format: There are no formal exams. The in-class participation and the presentation of improvs, script readings and scene studies will be the basis for grading the students' accomplishments and progress.

Mus 5272 Diction for Singers II
A-F only, 2 credit(s);
Instructor: Zawisza, Philip David
Description: Student may contact the instructor or department for information.

Mus 5280 Opera Theatre
A-F only, 2 credit(s), max credits 16, 8 completions allowed;
Instructor: Walsh, David Allan
Description: The Opera Theatre programme is designed to provide performance-oriented opera and music theatre singers with theoretical and practical instruction in opera stagecraft, as well as genuine operatic performance experience. Two fully-staged productions per school year, with all the relevant staging demands, offer the student performer an opportunity to showcase her/his talent in a public presentation. Opera Theatre classes will be determined on the basis of audition.
Style: 20% Discussion. Direct practical staging instruction
Grading: 100% other evaluation. Staging and musical work
Exam Format: Performances of the opera production each semester

Mus 5333 Post-tonal Theory and Analysis II
A-F only, 3 credit(s);
Instructor: Cherlin, Michael
Description: Student may contact the instructor or department for information.

Mus 5340 Jazz Ensemble
A-F only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Sorenson, Dean Patrick
Description: The University Jazz Ensembles play a wide variety of big band repertoire and perform for many events, both on and off campus. Entrance is limited to instruments that are traditionally a part of the big band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and percussion. Placement is by audition, and registration is not permitted until after an audition has taken place.
Style: Rehearsal/performance

Mus 5410 University Wind Bands
A-F only, 1 credit(s), max credits 14, 14 completions allowed;
Instructor: Luckhardt, Jerry M
Description: A music ensemble of select wind and percussion players. The ensemble includes a number of undergraduate and graduate majors from other disciplines. Symphonic band performs 4 to 5 concerts each academic year. Admission is by audition only.

**Mus 5410 University Wind Bands**
- A-F only, 1 credit(s), max credits 14, 14 completions allowed;
- Instructor: Kirchhoff, Craig J
- **Description:** A select ensemble comprising the University's finest graduate and undergraduate wind and percussion musicians. Performs 5 to 6 concerts on and off campus each academic year. Admission by audition only.
- **Style:** rehearsal
- **Grading:** rehearsal preparation and performance

**Mus 5420 Orchestra**
- A-F only, 1 credit(s), max credits 8, 8 completions allowed;
- Instructor: Smith, Mark Russell
- **Description:** Student may contact the instructor or department for information.

**Mus 5423 Suzuki Pedagogy Practicum**
- A-F only, 1 credit(s), max credits 2;
- Instructor: Bjork, Mark P
- **Description:** Student may contact the instructor or department for information.

**Mus 5427 Violin Pedagogy I**
- A-F only, 2 credit(s);
- Instructor: O'Reilly, Sally P
- **Description:** Student may contact the instructor or department for information.

**Mus 5430 Contemporary Music Workshop**
- A-F only, 1 credit(s), max credits 8, 8 completions allowed;
- Instructor: Dillon, James
- **Description:** Student may contact the instructor or department for information.

**Mus 5440 Chamber Ensemble**
- A-F only, 1 credit(s), max credits 8, 8 completions allowed;
- Instructor: STAFF
- **Description:** Chamber ensembles provide an opportunity for music majors to study and perform chamber music (generally works for three or more instruments) with a faculty coach. There is at least one public performance by each group during the semester. Qualified non-music majors may be permitted to register for chamber music with instructor permission following an audition. For information regarding participation in the School of Music chamber music program, please see: http://www.music.umn.edu/enscomp/chamber.php
- **Grading:** performance

**Mus 5460 World Music Ensemble: Afro-Brazilian Carnaval**
- 1-2 credit(s), max credits 16, 8 completions allowed;
- Instructor: Currie, Scott
- **Description:** UMN's world-music ensemble Afro-Brazilian Carnaval gives students the opportunity to explore some of Latin America's most exciting and influential styles - from samba and bossa nova to tropicalia and axe. With ongoing master-class coaching from one of the Twin Cities' leading (Bahian) percussionists, the group has performed in Ultan Hall, the Whole, and the May Day Parade. All singers and instrumentalists welcome - no audition necessary.

**Mus 5464 Cello Pedagogy**
- A-F only, 2 credit(s);
- Instructor: Remenikova, Tanya
- **Description:** Student may contact the instructor or department for information.

**Mus 5490 Percussion Ensemble**
- A-F only, 1 credit(s), max credits 10, 10 completions allowed;
- Instructor: Meza, Fernando A.
- **Description:** Practice and performance of standard and contemporary compositions for percussion instruments in various
combinations.

**Style:** 20% Lecture, 80% Laboratory.

**Grading:** 40% in-class presentation, 60% laboratory evaluation.

**Exam Format:** no exams

---

**Mus 5490 Percussion Ensemble**

- **A-F only, 1 credit(s), max credits 10, 10 completions allowed;**
- **Instructor:** Sutrisno, Joko
- **Description:** Student may contact the instructor or department for information.

---

**Mus 5492 Percussion Literature II**

- **A-F only, 2 credit(s);**
- **Instructor:** Meza, Fernando A.
- **Description:** This course is designed for percussion majors to provide them with a macro and micro view of some of the compositional pillars of the percussion repertoire. The course will include the preparation of the orchestral excerpts most commonly required by auditioning committees thus providing the students with a practical perspective into the preparation of professional auditions. Students will also analyze scores, have listening assignments, and study some of the most important compositions for their instrument.
- **Style:** 85% Lecture, 15% Laboratory.
- **Grading:** 30% final exam, 20% reports/papers, 30% special projects, 10% laboratory evaluation, 10% other evaluation.
- **"Mock auditions"**
- **Exam Format:** Performance demonstration

---

**Mus 5574 Wagner's Ring: Conception, Coherence, Consequence**

- **A-F only, 3 credit(s);**
- **Instructor:** Bribitzer-Stull, Matt
- **Description:** Student may contact the instructor or department for information.

---

**Mus 5597 Music and Text**

- **A-F only, 3 credit(s);**
- **Instructor:** Cherlin, Michael
- **Description:** The course begins with an overview of the structural and figurative elements of poetry and the basic ways that poetic structure and image interact with musical elements. We then divide the course into four units studying examples from German Lied, Italian Opera, French melodie, and British and American art song. The repertory ranges from the late 18th century to the recent past.
- **Style:** 60% Lecture, 40% Discussion.
- **Grading:** 100% reports/papers.

---

**Mus 5647 20th-Century European/American Music**

- **3 credit(s);**
- **Instructor:** Painter PhD, Karen
- **Description:** Student may contact the instructor or department for information.

---

**Mus 5950 Topics in Music: Music, Disability and Society**

- **3 credit(s), max credits 15, 15 completions allowed;**
- **Instructor:** Lubet, Alex J
- **Description:** Student may contact the instructor or department for information.

---

**Mus 5950 Topics in Music**

- **2 credit(s), max credits 15, 15 completions allowed;**
- **Instructor:** Bjork, Mark P
- **Description:** Student may contact the instructor or department for information.

---

**Mus 5950 Topics in Music: Analyzing Bob Dylan's Music**

- **3 credit(s), max credits 15, 15 completions allowed;**
- **Instructor:** Gopinath, Sumanth S
Mus 5950 Topics in Music: The Mathematical Design of Future Music
3 credit(s), max credits 15, 15 completions allowed;
Instructor: Mazzola PhD, Guerino
Description: Student may contact the instructor or department for information.

Mus 5950 Topics in Music: Lovers, Crusaders, and Medieval Vernacular Song
3 credit(s), max credits 15, 15 completions allowed;
Instructor: Currie, Gabriela
Description: In this course we will investigate medieval vernacular repertoires from the Iberian Peninsula to Central Europe from the twelfth to the fifteenth century, with particular emphasis on the 'amour courtois' and crusader repertoires in the context of trans-Mediterranean cultural exchanges. We will address questions pertaining to their contemporaneous socio-cultural and economic milieu, organology, and aspects of dissemination of musical instruments in the context of the larger Mediterranean cultural exchange, as well as performance practice, the relationship between text and music, and the relationship between oral and written modes of composition and transmission.

Mus 5950 Topics in Music: What Do Voices Do?: Mode, Timbre, Gesture, Ethos
3 credit(s), max credits 15, 15 completions allowed;
Instructor: Rahaim, Matthew
Description: Student may contact the instructor or department for information.

Mus 8133 Seminar in Basso Continuo
A-F only, 3 credit(s);
Instructor: Billmeyer, Dean W
Description: Student may contact the instructor or department for information.

Mus 8237 Score Study: Choral
A-F only, 3 credit(s);
Instructor: Mehaffey, Matthew Wayne
Description: Student may contact the instructor or department for information.

Mus 8299 Performance in Choral Conducting
A-F only, 3 credit(s);
Instructor: Romey, Kathy Saltzman
Description: Student may contact the instructor or department for information.

Mus 8450 Graduate Seminar in Conducting
A-F only, 3-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Romey, Kathy Saltzman
Description: Student may contact the instructor or department for information.

Mus 8450 Graduate Seminar in Conducting
A-F only, 3-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Kirchhoff, Craig J
Description: Student may contact the instructor or department for information.

Mus 8450 Graduate Seminar in Conducting
A-F only, 3-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Smith, Mark Russell
Description: Student may contact the instructor or department for information.

Mus 8550 Composition
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Sorenson, Dean Patrick
Description: Student may contact the instructor or department for information.

Mus 8550 Composition
A-F only, 3 credit(s), max credits 12, 4 completions allowed;
Instructor: Lubet, Alex J
Mus 8550 Composition  
A-F only, 3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Dillon, James  
Description: Student may contact the instructor or department for information.

Mus 8582 Schenkerian Theory and Analysis II  
A-F only, 3 credit(s);  
Instructor: Damschroder, David A  
Description: Student may contact the instructor or department for information.

Mus 8584 Current Issues in the Analysis of 19th-Century Music  
A-F only, 3 credit(s);  
Instructor: Bribitzer-Stull, Matt  
Description: Student may contact the instructor or department for information.

Mus 8640 Seminar in Musicology: Mozart Concertos  
A-F only, 3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Grayson, David Alan  
Description: Student may contact the instructor or department for information.

Mus 8640 Seminar in Musicology: Handel and the Da Capo Aria  
A-F only, 3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Harness, Kelley A  
Description: Student may contact the instructor or department for information.

Music Applied  
100 Ferguson Hall

MusA 1101 Piano: Elective (non-major in music)  
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;  
Instructor: STAFF  
Description: Individual piano instruction by graduate piano TAs for non-music majors with prior piano study. Weekly 30-minute or 60-minute lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Requires permission by the Class Piano Coordinator or a piano TA. Information on applied music fees and how to obtain permission to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, (612) 624-5740, or at http://music.umn.edu/students/Piano%20Ap%201101.pdf  
Style: individual lessons  
Grading: 40% final exam, 60% other evaluation. weekly lesson preparation  
Exam Format: individual keyboard performance (jury)

MusA 1103 Organ: Elective (non-major in music)  
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;  
Instructor: Billmeyer, Dean W  
Description: Student may contact the instructor or department for information.

MusA 1104 Voice: Elective (non-major in music)  
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;  
Instructor: Del Santo, Jean Marie  
Description: Student may contact the instructor or department for information.

MusA 1104 Voice: Elective (non-major in music)  
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;  
Instructor: Grau, John Thomas  
Description: Student may contact the instructor or department for information.

MusA 1104 Voice: Elective (non-major in music)  
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;  
Instructor: Zaro-Mullins, Wendy
MusA 1104 Voice: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Zawisza, Philip David
Description: Student may contact the instructor or department for information.

MusA 1104 Voice: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Colby, Zachary Alan
Description: Student may contact the instructor or department for information.

MusA 1104 Voice: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Hynes, Laura
Description: Student may contact the instructor or department for information.

MusA 1105 Violin: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Kim, Young-Nam
Description: Student may contact the instructor or department for information.

MusA 1105 Violin: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Corbett, Alexander M
Description: Student may contact the instructor or department for information.

MusA 1107 Cello: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Yaffe, Nathaniel
Description: Student may contact the instructor or department for information.

MusA 1111 Oboe: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Marshak, Jeffrey Paul
Description: Student may contact the instructor or department for information.

MusA 1113 Saxophone: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Hutchins, Jeffery Kyle
Description: Student may contact the instructor or department for information.

MusA 1116 Trumpet: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Brandt, Jonathan Richard
Description: Student may contact the instructor or department for information.

MusA 1121 Percussion: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Clark Silva, Marilyn Kathleen
Description: Student may contact the instructor or department for information.

MusA 1123 Guitar: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Miric, Darka
Description: Student may contact the instructor or department for information.

MusA 1123 Guitar: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;
Instructor: Miric, Tanja  
Description: Student may contact the instructor or department for information.

MusA 1123 Guitar: Elective (non-major in music)  
A-F only, 2-4 credit(s), max credits 32, 8 completions allowed;  
Instructor: Lake, Brendan Scott  
Description: Student may contact the instructor or department for information.

MusA 1201 Piano: Music Education and BA  
A-F only, 2 credit(s), max credits 16, 8 completions allowed;  
Instructor: Shaw, Paul Magnus  
Description: Student may contact the instructor or department for information.

MusA 1204 Voice: Music Education and BA  
A-F only, 2 credit(s), max credits 16, 8 completions allowed;  
Instructor: Del Santo, Jean Marie  
Description: Student may contact the instructor or department for information.

MusA 1204 Voice: Music Education and BA  
A-F only, 2 credit(s), max credits 16, 8 completions allowed;  
Instructor: Kierig, Barbara G  
Description: Student may contact the instructor or department for information.

MusA 1204 Voice: Music Education and BA  
A-F only, 2 credit(s), max credits 16, 8 completions allowed;  
Instructor: Zaro-Mullins, Wendy  
Description: Student may contact the instructor or department for information.

MusA 1204 Voice: Music Education and BA  
A-F only, 2 credit(s), max credits 16, 8 completions allowed;  
Instructor: De Haan, John  
Description: Student may contact the instructor or department for information.

MusA 1204 Voice: Music Education and BA  
A-F only, 2 credit(s), max credits 16, 8 completions allowed;  
Instructor: Zawisza, Philip David  
Description: Student may contact the instructor or department for information.

MusA 1204 Voice: Music Education and BA  
A-F only, 2 credit(s), max credits 16, 8 completions allowed;  
Instructor: Zabala, Adriana  
Description: Student may contact the instructor or department for information.

MusA 1205 Violin: Music Education and BA  
A-F only, 2 credit(s), max credits 16, 8 completions allowed;  
Instructor: Bjork, Mark P  
Description: Student may contact the instructor or department for information.

MusA 1206 Viola: Music Education and BA  
A-F only, 2 credit(s), max credits 16, 8 completions allowed;  
Instructor: Konkol, Korey Bernard  
Description: Student may contact the instructor or department for information.

MusA 1209 Flute: Music Education and BA  
A-F only, 2 credit(s), max credits 16, 8 completions allowed;  
Instructor: Davis, Immanuel  
Description: Student may contact the instructor or department for information.

MusA 1211 Oboe: Music Education and BA
MusA 1213 Saxophone: Music Ed and BA
A-F only, 2 credit(s), max credits 16, 8 completions allowed;
Instructor: Rousseau,Eugene E
Description: Student may contact the instructor or department for information.

MusA 1215 French Horn: Music Education and BA
A-F only, 2 credit(s), max credits 16, 8 completions allowed;
Instructor: Lemen,Caroline May
Description: Student may contact the instructor or department for information.

MusA 1216 Trumpet: Music Education and BA
A-F only, 2 credit(s), max credits 16, 8 completions allowed;
Instructor: Baldwin,David B
Description: Student may contact the instructor or department for information.

MusA 1217 Trombone: Music Education and BA
A-F only, 2 credit(s), max credits 16, 8 completions allowed;
Instructor: Ashworth,Thomas Jackson
Description: Student may contact the instructor or department for information.

MusA 1219 Tuba: Music Education and BA
A-F only, 2 credit(s), max credits 16, 8 completions allowed;
Instructor: Campbell,Steven C
Description: Student may contact the instructor or department for information.

MusA 1221 Percussion: Music Ed and BA
A-F only, 2 credit(s), max credits 16, 8 completions allowed;
Instructor: Meza,Fernando A.
Description: Student may contact the instructor or department for information.

MusA 1223 Guitar: Music Education and BA
A-F only, 2 credit(s), max credits 16, 8 completions allowed;
Instructor: Radovanlija,Maja
Description: Student may contact the instructor or department for information.

MusA 1301 Piano: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Shaw,Paul Magnus
Description: Student may contact the instructor or department for information.

MusA 1301 Piano: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Braginsky,Alexander
Description: Student may contact the instructor or department for information.

MusA 1304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Kierig,Barbara G
Description: Student may contact the instructor or department for information.

MusA 1304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Zaro-Mullins,Wendy
Description: Student may contact the instructor or department for information.
MusA 1304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: De Haan, John
Description: Student may contact the instructor or department for information.

MusA 1304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Zawisza, Philip David
Description: Student may contact the instructor or department for information.

MusA 1305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Kim, Young-Nam
Description: Student may contact the instructor or department for information.

MusA 1305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: O'Reilly, Sally P
Description: Student may contact the instructor or department for information.

MusA 1305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Bjork, Mark P
Description: Student may contact the instructor or department for information.

MusA 1306 Viola: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Konkol, Korey Bernard
Description: Student may contact the instructor or department for information.

MusA 1307 Cello: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Remenikova, Tanya
Description: Student may contact the instructor or department for information.

MusA 1308 Double Bass: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Brown, Christopher Craig
Description: Student may contact the instructor or department for information.

MusA 1311 Oboe: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Snow, John D
Description: Student may contact the instructor or department for information.

MusA 1312 Clarinet: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Fiterstein, Alexander
Description: Student may contact the instructor or department for information.

MusA 1313 Saxophone: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Rousseau, Eugene E
Description: Student may contact the instructor or department for information.

MusA 1314 Bassoon: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Miller Jr, John W
Description: Student may contact the instructor or department for information.
MusA 1314 Bassoon: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Ullery, Charles G
Description: Student may contact the instructor or department for information.

MusA 1315 French Horn: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Gast, Michael C
Description: Student may contact the instructor or department for information.

MusA 1317 Trombone: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Ashworth, Thomas Jackson
Description: Student may contact the instructor or department for information.

MusA 1319 Tuba: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Campbell, Steven C
Description: Student may contact the instructor or department for information.

MusA 1321 Percussion: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Meza, Fernando A.
Description: Student may contact the instructor or department for information.

MusA 1323 Guitar: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Radovanlija, Maja
Description: Student may contact the instructor or department for information.

MusA 1401 Piano: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: STAFF
Description: Individual piano instruction by graduate piano TAs for music majors who have completed Class Piano Mus 1151-1152 or equivalent proficiency. Weekly 30-minute or 60-minute lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Information on applied music fees and how to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, or at http://music.umn.edu/students/Piano%20Ap%201401%205401.pdf
Style: individual lessons
Grading: 40% final exam, 60% other evaluation. weekly lesson preparation
Exam Format: individual keyboard performance (jury)

MusA 1403 Organ: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Billmeyer, Dean W
Description: Student may contact the instructor or department for information.

MusA 1404 Voice: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Grau, John Thomas
Description: Student may contact the instructor or department for information.

MusA 1404 Voice: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Zaro-Mullins, Wendy
Description: Student may contact the instructor or department for information.

MusA 1404 Voice: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Hynes, Laura
MusA 1409 Flute: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Cho, Hyun Jin
Description: Student may contact the instructor or department for information.

MusA 1414 Bassoon: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Nielubowski, Norbert John
Description: Student may contact the instructor or department for information.

MusA 1418 Euphonium: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Tranter, John Harrington
Description: Student may contact the instructor or department for information.

MusA 1421 Percussion: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Hey, Philip C
Description: Student may contact the instructor or department for information.

MusA 1423 Guitar: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Miric, Darka
Description: Student may contact the instructor or department for information.

MusA 1423 Guitar: Music Major Secondary (undergraduate)
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Lake, Brendan Scott
Description: Student may contact the instructor or department for information.

MusA 1904 Voice: Music Major Transfer
A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Del Santo, Jean Marie
Description: Student may contact the instructor or department for information.

MusA 1904 Voice: Music Major Transfer
A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Zaro-Mullins, Wendy
Description: Student may contact the instructor or department for information.

MusA 2209 Flute: Music Education and BA
A-F only, 2 credit(s), max credits 16, 8 completions allowed;
Instructor: Bogorad, Julia A
Description: Student may contact the instructor or department for information.

MusA 2301 Piano: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Shaw, Paul Magnus
Description: Student may contact the instructor or department for information.

MusA 2301 Piano: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Artymiw, Lydia
Description: Student may contact the instructor or department for information.

MusA 2304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
MusA 2304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Kierig, Barbara G
Description: Student may contact the instructor or department for information.

MusA 2304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Zaro-Mullins, Wendy
Description: Student may contact the instructor or department for information.

MusA 2304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: De Haan, John
Description: Student may contact the instructor or department for information.

MusA 2304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Zawisza, Philip David
Description: Student may contact the instructor or department for information.

MusA 2305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: O'Reilly, Sally P
Description: Student may contact the instructor or department for information.

MusA 2305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Bjork, Mark P
Description: Student may contact the instructor or department for information.

MusA 2307 Cello: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Remenikova, Tanya
Description: Student may contact the instructor or department for information.

MusA 2308 Double Bass: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Brown, Christopher Craig
Description: Student may contact the instructor or department for information.

MusA 2309 Flute: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Bogorad, Julia A
Description: Student may contact the instructor or department for information.

MusA 2309 Flute: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Davis, Immanuel
Description: Student may contact the instructor or department for information.

MusA 2312 Clarinet: Music Major
MusA 2313 Saxophone: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Fiterstein, Alexander
Description: Student may contact the instructor or department for information.

MusA 2313 Saxophone: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Wyatt, Angela J.
Description: Student may contact the instructor or department for information.

MusA 2314 Bassoon: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Rousseau, Eugene E
Description: Student may contact the instructor or department for information.

MusA 2315 French Horn: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Lemen, Caroline May
Description: Student may contact the instructor or department for information.

MusA 2317 Trombone: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Ashworth, Thomas Jackson
Description: Student may contact the instructor or department for information.

MusA 2318 Euphonium: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Tranter, John Harrington
Description: Student may contact the instructor or department for information.

MusA 2321 Percussion: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Meza, Fernando A.
Description: Student may contact the instructor or department for information.

MusA 2321 Percussion: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Kogan, Peter
Description: Student may contact the instructor or department for information.

MusA 2323 Guitar: Music Major
A-F only, 2-4 credit(s), max credits 16, 8 completions allowed;
Instructor: Radovanlija, Maja
Description: Student may contact the instructor or department for information.

MusA 3101 Piano: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 16, 4 completions allowed;
Instructor: STAFF
Description: Individual piano instruction by graduate piano TAs for upper-division non-music majors with prior piano study. Weekly 30-minute or 60-minute lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Requires permission by the Class Piano Coordinator or a piano TA. Information on applied music fees and how to obtain permission to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, (612) 624-5740, or at http://music.umn.edu/students/Piano%20Ap%201101_3101.pdf
Style: Individual Lessons
Grading: 40% final exam, 60% other evaluation. Weekly lesson preparation
Exam Format: Jury (Individual keyboard performance)
MusA 3104 Voice: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Zaro-Mullins, Wendy
Description: Student may contact the instructor or department for information.

MusA 3104 Voice: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Colby, Zachary Alan
Description: Student may contact the instructor or department for information.

MusA 3123 Guitar: Elective (non-major in music)
A-F only, 2-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Miric, Tanja
Description: Student may contact the instructor or department for information.

MusA 3301 Piano: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Shaw, Paul Magnus
Description: Student may contact the instructor or department for information.

MusA 3301 Piano: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Braginsky, Alexander
Description: Student may contact the instructor or department for information.

MusA 3303 Organ: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Billmeyer, Dean W
Description: Student may contact the instructor or department for information.

MusA 3304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Kierig, Barbara G
Description: Student may contact the instructor or department for information.

MusA 3304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Zaro-Mullins, Wendy
Description: Student may contact the instructor or department for information.

MusA 3304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: De Haan, John
Description: Student may contact the instructor or department for information.

MusA 3304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Zawisza, Philip David
Description: Student may contact the instructor or department for information.

MusA 3304 Voice: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Zabala, Adriana
Description: Student may contact the instructor or department for information.

MusA 3305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Kim, Young-Nam
Description: Student may contact the instructor or department for information.
MusA 3305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: O'Reilly,Sally P
Description: Student may contact the instructor or department for information.

MusA 3305 Violin: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Bjork,Mark P
Description: Student may contact the instructor or department for information.

MusA 3306 Viola: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Konkol,Korey Bernard
Description: Student may contact the instructor or department for information.

MusA 3307 Cello: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Remenikova,Tanya
Description: Student may contact the instructor or department for information.

MusA 3308 Double Bass: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Brown,Christopher Craig
Description: Student may contact the instructor or department for information.

MusA 3309 Flute: Music Major
A-F only, 2-4 credit(s), max credits 24, 8 completions allowed;
Instructor: Davis,Immanuel
Description: Student may contact the instructor or department for information.

MusA 3311 Oboe: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Snow,John D
Description: Student may contact the instructor or department for information.

MusA 3312 Clarinet: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Fiterstein,Alexander
Description: Student may contact the instructor or department for information.

MusA 3313 Saxophone: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Wyatt,Angela J.
Description: Student may contact the instructor or department for information.

MusA 3313 Saxophone: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Rousseau,Eugene E
Description: Student may contact the instructor or department for information.

MusA 3315 French Horn: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Lemen,Caroline May
Description: Student may contact the instructor or department for information.

MusA 3315 French Horn: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Gast,Michael C
Description: Student may contact the instructor or department for information.
MusA 3316 Trumpet: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Baldwin, David B
Description: Student may contact the instructor or department for information.

MusA 3317 Trombone: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Ashworth, Thomas Jackson
Description: Student may contact the instructor or department for information.

MusA 3318 Euphonium: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Tranter, John Harrington
Description: Student may contact the instructor or department for information.

MusA 3321 Percussion: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Hey, Philip C
Description: Student may contact the instructor or department for information.

MusA 3321 Percussion: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Meza, Fernando A.
Description: Student may contact the instructor or department for information.

MusA 3322 Harp: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Kienzle, Kathy
Description: Student may contact the instructor or department for information.

MusA 3323 Guitar: Music Major
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Radovanlija, Maja
Description: Student may contact the instructor or department for information.

MusA 5103 Organ: Elective (graduate non-major in music)
A-F only, 2 credit(s), max credits 8, 4 completions allowed;
Instructor: Billmeyer, Dean W
Description: Student may contact the instructor or department for information.

MusA 5104 Voice: Elective (graduate non-major in music)
A-F only, 2 credit(s), max credits 8, 4 completions allowed;
Instructor: Zaro-Mullins, Wendy
Description: Student may contact the instructor or department for information.

MusA 5401 Piano: Music Major Secondary (graduate)
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: STAFF
Description: Individual piano instruction for graduate music majors who are not piano performance majors. Weekly 30-minute or 60-minute lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Information on applied music fees and how to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, or at http://music.umn.edu/students/Piano%20Ap%201401%205401.pdf
Style: Individual lessons
Grading: 40% final exam, 60% other evaluation. Weekly lesson preparation
Exam Format: (Jury) Individual keyboard performance

MusA 5403 Organ: Music Major Secondary (graduate)
A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
Instructor: Billmeyer, Dean W
Description: Student may contact the instructor or department for information.
MusA 5404 Voice: Music Major Secondary (graduate)
  A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
  Instructor: Del Santo, Jean Marie
  Description: Student may contact the instructor or department for information.

MusA 5404 Voice: Music Major Secondary (graduate)
  A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
  Instructor: Zaro-Mullins, Wendy
  Description: Student may contact the instructor or department for information.

MusA 5404 Voice: Music Major Secondary (graduate)
  A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
  Instructor: Zawisza, Philip David
  Description: Student may contact the instructor or department for information.

MusA 5404 Voice: Music Major Secondary (graduate)
  A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
  Instructor: Zabala, Adriana
  Description: Student may contact the instructor or department for information.

MusA 5414 Bassoon: Music Major Secondary (graduate)
  A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
  Instructor: Nielubowski, Norbert John
  Description: Student may contact the instructor or department for information.

MusA 5417 Trombone: Music Major Secondary (graduate)
  A-F only, 2-4 credit(s), max credits 24, 12 completions allowed;
  Instructor: Ashworth, Thomas Jackson
  Description: Student may contact the instructor or department for information.

MusA 8301 Piano: Music Major (graduate)
  A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
  Instructor: Shaw, Paul Magnus
  Description: Student may contact the instructor or department for information.

MusA 8301 Piano: Music Major (graduate)
  A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
  Instructor: Artymiw, Lydia
  Description: Student may contact the instructor or department for information.

MusA 8301 Piano: Music Major (graduate)
  A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
  Instructor: Braginsky, Alexander
  Description: Student may contact the instructor or department for information.

MusA 8303 Organ: Music Major (graduate)
  A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
  Instructor: Billmeyer, Dean W
  Description: Student may contact the instructor or department for information.

MusA 8304 Voice: Music Major (graduate)
  A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
  Instructor: Del Santo, Jean Marie
  Description: Student may contact the instructor or department for information.

MusA 8304 Voice: Music Major (graduate)
  A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
  Instructor: Zaro-Mullins, Wendy
  Description: Student may contact the instructor or department for information.
MusA 8304 Voice: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: De Haan, John
Description: Student may contact the instructor or department for information.

MusA 8304 Voice: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Zawisza, Philip David
Description: Student may contact the instructor or department for information.

MusA 8304 Voice: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Zabala, Adriana
Description: Student may contact the instructor or department for information.

MusA 8305 Violin: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Kim, Young-Nam
Description: Student may contact the instructor or department for information.

MusA 8305 Violin: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: O'Reilly, Sally P
Description: Student may contact the instructor or department for information.

MusA 8305 Violin: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Bjork, Mark P
Description: Student may contact the instructor or department for information.

MusA 8306 Viola: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Konkol, Korey Bernard
Description: Student may contact the instructor or department for information.

MusA 8306 Viola: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Turner, Thomas
Description: Student may contact the instructor or department for information.

MusA 8307 Cello: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Remenikova, Tanya
Description: Student may contact the instructor or department for information.

MusA 8308 Double Bass: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Brown, Christopher Craig
Description: Student may contact the instructor or department for information.

MusA 8309 Flute: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Bogorad, Julia A
Description: Student may contact the instructor or department for information.

MusA 8309 Flute: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Davis, Immanuel
Description: Student may contact the instructor or department for information.
MusA 8311 Oboe: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Snow, John D
   Description: Student may contact the instructor or department for information.

MusA 8312 Clarinet: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Fiterstein, Alexander
   Description: Student may contact the instructor or department for information.

MusA 8313 Saxophone: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Rousseau, Eugene E
   Description: Student may contact the instructor or department for information.

MusA 8314 Bassoon: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Miller Jr, John W
   Description: Student may contact the instructor or department for information.

MusA 8314 Bassoon: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Ullery, Charles G
   Description: Student may contact the instructor or department for information.

MusA 8315 French Horn: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Gast, Michael C
   Description: Student may contact the instructor or department for information.

MusA 8316 Trumpet: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Baldwin, David B
   Description: Student may contact the instructor or department for information.

MusA 8317 Trombone: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Ashworth, Thomas Jackson
   Description: Student may contact the instructor or department for information.

MusA 8318 Euphonium: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Tranter, John Harrington
   Description: Student may contact the instructor or department for information.

MusA 8319 Tuba: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Campbell, Steven C
   Description: Student may contact the instructor or department for information.

MusA 8321 Percussion: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Meza, Fernando A.
   Description: Student may contact the instructor or department for information.

MusA 8321 Percussion: Music Major (graduate)
   A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
   Instructor: Kogan, Peter
   Description: Student may contact the instructor or department for information.
MusA 8323 Guitar: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Radovanlilja,Maja
Description: Student may contact the instructor or department for information.

MusA 8324 Accompanying/Coaching: Music Major (graduate)
A-F only, 2-4 credit(s), max credits 48, 24 completions allowed;
Instructor: Kawai,Noriko
Description: Student may contact the instructor or department for information.

Music Education

MuEd 1201 Introduction to Music Education
A-F only, 2 credit(s);
Instructor: Sindberg PhD,Laura K
Description: Student may contact the instructor or department for information.

MuEd 1801 Introduction to Music Therapy
A-F only, 2 credit(s);
Instructor: Schwartzberg,Edward Todd
Description: Student may contact the instructor or department for information.

MuEd 3011 Music in Childhood
3 credit(s);
Instructor: Vu,Kinh Tien
Description: Student may contact the instructor or department for information.

MuEd 3301 General Music I
A-F only, 3 credit(s);
Instructor: Addo PhD,Akosua O
Description: Welcome to MUED3301, a course designed to prepare you with materials, strategies and the field experience to plan and implement instruction for global arts understanding among elementary school children. Taking this course will, through experiential learning, prepare you to integrate international music and culture perspectives while planning and implementing sequential elementary music instruction. To be enrolled in this course, you must have completed the course sequence for Music Theory and Music History, and MusA 1401 Piano skills. A special focus of the course is international content and perspectives. Comparing and contrasting how the following approaches: Ghanaian traditional methods of teaching, Carl Orff (Austria), Zoltan Kodaly (Hungary), and Edwin Gordon (USA) have informed elementary music instruction in North America, this course will engage students in intercultural immersion and constructively address cultural perspectives in US general music classrooms. The nations/cultures I will integrate will include: Ghana, Nigeria, Zimbabwe, England, Hungary, Austria, Russia, France, Jamaica and the USA. Together, we will sing, play instruments, sight read, and conduct music from cultures in today's world. We will also read and review series textbooks, materials, and handouts; plan, teach, and assess our lessons; and research and analyze intercultural repertoire for general music classes. Emphasis is placed on critical thinking and contextual references, written and oral communication, integration and synthesis of interdisciplinary and international information. As we begin our journey together it is important for you to know that, much of what will be done in our class is based on respect for the right of everyone to participate fully in cultural and artistic life. I therefore encourage active participation and the voices of everyone in a safe and nurturing learning environment.

MuEd 3415 Choral Conducting and Methods I
A-F only, 3 credit(s);
Instructor: Hamann,Keitha Lucas
Description: Student may contact the instructor or department for information.

MuEd 3502 String Techniques and Teaching
A-F only, 2 credit(s), max credits 3, 1 completion allowed;
Instructor: Bartsch,Julia Kay
Description: Student may contact the instructor or department for information.

MuEd 3503 Woodwind Techniques and Teaching
A-F only, 2 credit(s);
Instructor: Clementson,Casey Jill
MuEd 3516 Instrumental Methods and Conducting I
A-F only, 3 credit(s);
Instructor: Sindberg PhD, Laura K
Description: Student may contact the instructor or department for information.

MuEd 3803 Guitar II for Music Education and Music Therapy Majors: Developing Group Songleading Skills
A-F only, 2 credit(s);
Instructor: Schwartzberg, Edward Todd
Description: Student may contact the instructor or department for information.

MuEd 3807 Percussion Techniques for Music Therapists
A-F only, 2 credit(s);
Instructor: Berberick, David Mark
Description: Student may contact the instructor or department for information.

MuEd 5350 Student Teaching in Classroom Music
A-F only, 4-8 credit(s), max credits 8, 1 completion allowed;
Instructor: Addo PhD, Akosua O
Description: Welcome to a wonderful experience in the real world of teaching. My colleagues and I would like this to be a very positive experience for you. This course experience is designed to give you an opportunity to discuss the challenges and triumphs of learning to teach in elementary general music. Sign up for MuEd5650 Student Teaching seminar for course discussions, debriefing sessions and interactions with other professionals will assist in your transition to the world of public school teaching. Please remember that the triangle of responsibility during student teaching falls on the shoulders of the student teacher, the university supervisor and cooperating teacher. As university supervisors we are here to trouble shoot and facilitate a fulfilling relationship between you and your cooperating teacher. If during this process, you are having any concerns about your placement, it is important that you let us know sooner than later.

MuEd 5450 Student Teaching in Vocal Music
A-F only, 4-8 credit(s), max credits 8, 1 completion allowed;
Instructor: Hamann, Keitha Lucas
Description: Student may contact the instructor or department for information.

MuEd 5550 Student Teaching in Instrumental Music
A-F only, 4-8 credit(s), max credits 8, 1 completion allowed;
Instructor: Sindberg PhD, Laura K
Description: Student may contact the instructor or department for information.

MuEd 5800 Group Music Leadership Skills
A-F only, 3 credit(s);
Instructor: Schwartzberg, Edward Todd
Description: Student may contact the instructor or department for information.

MuEd 5805 Music Therapy Methods and Procedures II
A-F only, 4 credit(s);
Instructor: Silverman, Michael J
Description: Student may contact the instructor or department for information.

MuEd 5806 Career Preparation
A-F only, 4 credit(s);
Instructor: Silverman, Michael J
Description: Student may contact the instructor or department for information.

MuEd 5808 Medical Music Therapy
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Silverman, Michael J
Description: Student may contact the instructor or department for information.

MuEd 5855 Music Therapy Internship
MuEd 8119 Advanced Applications of Research Methods
A-F only, 3 credit(s);
Instructor: Lipscomb, Scott D.
Description: Student may contact the instructor or department for information.

MuEd 8211 Foundations of Music Education
A-F only, 3 credit(s);
Instructor: Hamann, Keitha Lucas
Description: Student may contact the instructor or department for information.

MuEd 8284 Seminar: Research and Scholarly Issues
A-F only, 3 credit(s);
Instructor: Myers, David E
Description: Student may contact the instructor or department for information.

MuEd 8900 Seminar: Music Education Doctoral Seminar
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
Instructor: Hamann, Keitha Lucas
Description: This seminar provides a unique opportunity for ongoing research-oriented collaborations between doctoral students and all Music Education & Music Therapy faculty members. Experience gained in this collaborative setting confirms that 1) familiarity with and understanding of primary research in the field are essential and 2) research constitutes a primary component of this advanced learning process, enhancing understanding within the field of music education at large. Collaborative research projects will continue from semester to semester until completed, including the process of conception, critical review of related literature, research design, development of a method, data collection, analysis, interpretation, production of a final written report, and submission for publication. Experience gained in this collaborative setting will clearly illustrate to doctoral students the fact that the most successful educator-scholars are themselves life-long learners through the establishment of an active research agenda.
Style: 100% Discussion.
Grading: 100% special projects.

NPSE 8101 Nanoparticle Science and Engineering Seminar
S-N only, 1 credit(s);
Instructor: Mkhoyan, Andre
Description: Student may contact the instructor or department for information.

Naval Science

Nav 1000 Professional Training in Naval Science
S-N only, 1 credit(s);
Instructor: Washa, Quincy M
Description: Naval Science Laboratory (NAV-1000 to be repeated both semesters freshman year; NAV-2000 to be repeated both semesters sophomore year. NAV-3000 to be repeated both semesters junior year; NAV-4000 to be repeated both semesters senior year and during fifth-year, if one is authorized.). The school will recommend one semester-hour credit. NSTC OD developed the course to cover PCC objectives not included in formal Naval Science courses. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects.

Nav 1102 Seapower and Maritime Affairs
A-F only, 3 credit(s);
Instructor: Bastemeyer, Devin James
Description: Sea Power and Maritime Affairs to be taken second semester of freshman year. Nurse-option students may take in sophomore year. A study of the U.S. Navy and the influence of sea power upon history that incorporates both a historical and political science process to explore the major events, attitudes, personalities, and circumstances that have imbued the U.S. Navy with its proud history and rich tradition; deals with issues of national imperatives in peacetime, as well as war, varying maritime philosophies that were interpreted into Naval strategies/doctrines, budgetary concerns which shaped force realities, and the pursuit of American diplomatic objectives; and concludes with a discussion of the Navy’s strategic and structural changes at the end of the Cold War and its new focus, mission and strategy in the post September 11, 2001 world.

Nav 2000 Professional Training in Naval Science
S-N only, 1 credit(s);
Instructor: Washa, Quincy M
Description: Naval Science Laboratory (NAV-1000 to be repeated both semesters freshman year; NAV-2000 to be repeated both semesters sophomore year. NAV-3000 to be repeated both semesters junior year; NAV-4000 to be repeated both semesters senior year and during fifth-year, if one is authorized.). The school will recommend one semester-hour credit. NSTC OD developed the course to cover PCC objectives not included in formal Naval Science courses. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects.

Nav 2202 Ship Systems II: Science and Technology in Naval Weapons Systems
A-F only, 3 credit(s);
Instructor: Marx, Eric Robert
Description: Naval Ships Systems II (Weapons to be taken junior year, second semester. Not required for nurse- and Marine Corps-option students.) The course outlines the theory and employment of weapons systems. Students explore the processes of detection, evaluation, threat analysis, weapon selection, delivery, guidance, and explosives. Fire control systems and major weapons types are discussed, including capabilities and limitations. The physical aspects of radar and underwater sound are described. Facets of command, control, communications, computers, and intelligence are explored as a means of weapons system integration. The tactical and strategic significance of command and control warfare and information warfare is discussed. This course is supplemented with review/analysis of case studies involving the moral and ethical responsibilities of leaders in the employment of weapons.

Nav 3000 Professional Training in Naval Science
S-N only, 1 credit(s);
Instructor: Washa, Quincy M
Description: Naval Science Laboratory (NAV-1000 to be repeated both semesters freshman year; NAV-2000 to be repeated both semesters sophomore year. NAV-3000 to be repeated both semesters junior year; NAV-4000 to be repeated both semesters senior year and during fifth-year, if one is authorized.). The school will recommend one semester-hour credit. NSTC OD developed the course to cover PCC objectives not included in formal Naval Science courses. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects.

Nav 3301 Navigation I: Piloting and Celestial Navigation
A-F only, 3 credit(s);
Instructor: Laird, Angela May
Description: Navigation is to be taken by Navy-option NROTC students in second semester sophomore year. Not required for nurse- and Marine Corps-options. In-depth study of the theory, principles, procedures, and application of plotting, piloting, and electronic navigation, as well as an introduction to maneuvering boards. Students learn piloting techniques, the use of charts, the use of visual and electronic aids, and the theory of operation of both magnetic and gyrocompasses. Students develop practical skills in plotting and electronic navigation. Other topics include tides, currents, effects of wind/weather, voyage planning, and an application and introduction to the international/inland rules of navigation. The course is supplemented with a review/analysis of case studies involving oral/ethical/leadership issues pertaining to the concepts listed above.
Nav 3302 Navigation II: Seamanship and Ship Operations
A-F only, 3 credit(s);
Instructor: Lauper, William Matthew
Description: Naval Operations and Seamanship is to be taken by Navy-option NROTC students during first semester of senior year. Not required for nurse- and Marine Corps-option students. A continued study of relative motion, formation tactics, and ship employment. Introductions to Naval operations and operations analysis, ship behavior and characteristics in maneuvering, applied aspects of ship handling, afloat communications, Naval command and control, Naval warfare areas, and joint warfare are also included. The course is supplemented with a Review/analysis of case studies involving moral/ethical/leadership issues pertaining to the concepts listed above.

Nav 4000 Professional Training in Naval Science
S-N only, 1 credit(s);
Instructor: Washa, Quincy M
Description: Naval Science Laboratory (NAV-1000 to be repeated both semesters freshman year; NAV-2000 to be repeated both semesters sophomore year; NAV-3000 to be repeated both semesters junior year; NAV-4000 to be repeated both semesters senior year and during fifth-year, if one is authorized.). The school will recommend one semester-hour credit. NSTC OD developed the course to cover PCC objectives not included in formal Naval Science courses. Topics cover general Navy/Marine Corps mission and policies, force protection, operational security, watch standing, physical fitness, nutrition, stress management, and other professional development subjects.

Nav 4402W Leadership and Ethics
A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Ratte, David Scott
Description: 1. Course Description. Naval Science 4402 prepares future leaders by exploring and applying a diverse range of leadership and ethical tools to enhance objective, sound, and timely decision-making in the most challenging environments. This course emphasizes the importance of leadership that adheres to the highest standards of character and integrity. It is a Leadership Seminar? where fundamentals and applications of leadership and ethics will be discussed. It is the capstone course within the NROTC academic curriculum. The primary purpose of this course is to help you develop your personal leadership philosophy and style based on a solid ethical foundation. 2. Course Objectives. Leadership and Ethics is the capstone course of the NROTC academic curriculum, with emphasis on values and ethical foundations of leadership. This course directly supports the NROTC mission to develop Midshipmen and Officer Candidates morally, mentally and physically. Moral development aspects of the course include readings and discussion of key virtues and core values, including honor, courage, commitment, responsibility, respect, service and humility. Mental development is supported through study and discussion of ethical theories, which serve as a basis for rational decision-making in a leadership context. These include faith, truth, virtue, duty, consequences and leadership from within. The goal of this course is to equip the soon-to-be commissioned officers with the moral and mental tools required for fair and objective decision-making, and inspire them to adhere to the highest standards of character and integrity upon reaching the Fleet or Fleet Marine Force (FMF). The second section of the course addresses Professional Core Competencies expected of a Junior Officer. Lessons will include administrative responsibilities, correspondence procedures, Uniform Code of Military Justice (UCMJ), personnel management, and policies, programs and regulations. Course assignments use actual Fleet/FMF examples and formats. Students will apply leadership and ethical principles to these assignments, as well as to case studies that reflect actual situations a Junior Officer may experience early in their military career. 3. Prerequisites. For Midshipmen and active duty students, this course must be taken after all other NAV courses; ideally the semester before graduation and commissioning. For other students, there is no prerequisite.
temporal dynamical systems, information theory, etc.), models of single cells (both detailed and abstract models), and models of learning, memory, an decision-making. The first half will be based on lectures and discussion. The second half of the semester will be dedicated to discussions of specific systems and current theories about those systems. In each class session of the second half, a student will lead a discussion on one system. The list of systems to choose from include basal ganglia and the dopamine system, cerebellum, the head-direction system of the rodent, associative models of olfactory cortex, swimming in the leech, models of representations of space in parietal cortex, and many others. Although there are no explicit prerequisites, NSci 3101 and 3102 are recommended for undergraduate students. Graduate students should be members in an appropriate program (Neuroscience, Psychology, Biomedical Engineering, Scientific Computation, etc.).

NSc 5462 Neuroscience Principles of Drug Abuse
2 credit(s); instructor consent Credit will not be granted if credit has been received for: PHCL 5462;
Instructor: Seybold PhD, Virginia S
Description: Current research on drugs of abuse, their mechanisms of action, characteristics shared by various agents, and neural systems affected by them. Offered biennially, spring semester of odd-numbered years. No more than 9 undergraduates will be allowed to register for the course in any given semester

NSc 5661W Behavioral Neuroscience
A-F only, 3 credit(s); meets CLE req of Writing Intensive
Instructor: Nick, Teresa A
Description: Behavioral Neuroscience is a writing-intensive graduate survey course that will explore the underlying genetic, cellular, circuit, and systems mechanisms that enable animals to solve and respond to particular problems encountered in their natural environments. The course is comparative in nature and will highlight successful neural strategies and behavioral skills used by a diverse array of animals, from insects to humans. Techniques will range from recombinant DNA technology to fMRI. The course is divided into 3 9-class modules: Sensory/Motor, Plasticity, and Cognitive/Clinical. Key concepts may be covered from more than one point of view to enhance integrative understanding, e.g., sensory feedback will be discussed in terms of both motor control and developmental learning. The ability to critically evaluate scientific research in writing is an essential skill in scientific discourse. As such, this course aims to confer or advance critical writing abilities. Typically, ~50% of course attendees are undergraduate students. It is expected that undergraduate students rise to the level of this graduate-level course.
Style: 50% Lecture, 50% Discussion.
Grading: 15% mid exam, 15% final exam, 35% reports/papers, 10% quizzes, 10% additional semester exams, 15% class participation. 15% participation 10% 7 pop quizzes (average of 5, NO MAKE-UPS) 15% group researched/individually written writing assignment 20% individual writing assignment 10% 1st in-class essay exam 15% 2nd in-class essay exam 15% 3rd in-class essay exam

NSc 8041 Cognitive Neuroscience
A-F only, 4 credit(s); instructor consent Credit will not be granted if credit has been received for: CGSC 8041;
Instructor: Chafee PhD, Matthew Valentine
Description: Student may contact the instructor or department for information.

NSc 8211 Developmental Neurobiology
A-F only, 3 credit(s);
Instructor: McLoon, Steven
Description: During development of the nervous system, a diverse array of neuronal and glial cell types is generated. These neuronal types are defined by unique morphological, physiological and biochemical characteristics. Different neuronal types develop complex and precise patterns of interconnections. Normal function of the mature nervous system depends on normal development of these features. This course will examine our current knowledge of how these features develop. General cellular and molecular mechanisms along with the experimental data demonstrating the mechanisms will be emphasized rather than a detailed account of specific developmental events. This is a `hands on? course that requires students to seek out information as well as to learn the assigned material. The course format allows flexibility in the topics students choose to study in detail.

NSc 8216 Selected Topics in Autonomic and Neuroendocrine Regulation
S-N only, 1 credit(s);
Instructor: Engeland, William C
Description: Student may contact the instructor or department for information.

NSc 8217 Systems and Computational Neuroscience
S-N only, 2 credit(s);
Instructor: Ghose, Geoffrey M
Description: The course will be in journal club format, in which participants present and discuss recent original research papers. All interested students, faculty members, and postdocs are encouraged to attend. The course typically attracts
participants from a variety of departments and perspectives. Students enrolled in the course will be expected to lead the discussion of 1 or 2 papers each session. The course meets from 1:00-2:30 in Jackson 6-135 every Tuesday.

**NSc 8320 Readings in Neurobiology**
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: McLoon, Steven
**Description:** This is a journal club for graduate student, postdocs and faculty. It can be taken for 1 credit, pass/fail, with the instructor's permission.

**NSc 8320 Readings in Neurobiology**
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Fairbanks, Carolyn Ann
**Description:** Student may contact the instructor or department for information.

**NSc 8320 Readings in Neurobiology**
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Pardo, Jose Victor
**Description:** Student may contact the instructor or department for information.

**NSc 8320 Readings in Neurobiology**
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Wessendorf, Martin W
**Description:** Student may contact the instructor or department for information.

**NSc 8320 Readings in Neurobiology**
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Kofuji, Paulo
**Description:** Student may contact the instructor or department for information.

**NSc 8321 Career Skills and Understanding Responsibilities as a Neuroscientist**
S-N only, 0.5 credit(s), max credits 2, 4 completions allowed;
Instructor: Engeland, William C
**Description:** Student may contact the instructor or department for information.

**Neuroscience Department 6-145 Jackson Hall**

**Nsci 1001 Fundamental Neuroscience: Understanding Ourselves**
A-F only, 3 credit(s); Meets CLE req of Technology and Society
Instructor: Mermelstein, Paul G
**Description:** This course is designed for students interested in a better understanding about how our brains function. There are no prerequisites for the course other than a strong sense of curiosity. The course begins with several lectures that provide a biological foundation to appreciate the intricacies of our brains. These lectures will be easily accessible to students of all backgrounds. Afterwards, using case studies as a basis for understanding general phenomena, students will learn about a variety of topics, including, how our brains observe the world, imagine, fall in love, feel pain, respond to injury, develop, and respond to drugs or psychotherapy. Brain-machine interface technologies and cutting edge findings will also be explored. By taking this course, students will gain an even greater appreciation for the human brain, the most complex machine in existence. This course fulfills the Liberal Education requirement of Technology and Society.
**Style:** 80% Lecture, 20% Film/Video.
**Grading:** Each exam 25%
**Exam Format:** short answer/essay

**Nsci 3001W Neuroscience and Society**
A-F only, 4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Dubinsky, Janet M
**Description:**
Nsci 3102W Introduction to Neuroscience II: Biological Basis of Behavior  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Ghose, Geoffrey M  
Description: This is the second of the introductory neuroscience courses. It introduces fundamental concepts in systems and behavioral neuroscience with emphasis on the neural circuits underlying perception and sensorimotor integration. Lectures will examine the neural basis of specific behaviors arising from the oculomotor, visual and auditory systems and are available on iTunesU. Topics include: retinal processing, functional organization in the cerebral cortex, neural circuit development, language, reward, and addiction. Students must learn to read scientific papers, and to understand the main ideas well enough to synthesize them and communicate them both orally and in writing. The course is writing intensive: exams are in essay format, and a 10-15 page term paper is required. The course is required for students majoring in neuroscience but is open to all students with the required prerequisites. The course consists of two hours of lecture and one hour of discussion per week and is taught by Professors Ghose, Flanders, and Thomas.  
Style: 67% Lecture, 33% Discussion.  
Grading: 25% mid exam, 25% final exam, 15% reports/papers, 5% in-class presentation, 5% class participation, 25% other evaluation. There are 3 non-cumulative exams (each worth 25%).  
Exam Format: short answer/essay

Nsci 4167 Neuroscience in the Community  
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Dubinsky, Janet M  
Description: Students will be responsible for developing an experiment or inquiry-based activity to illustrate a basic neuroscience concept for a middle school science classroom. Students will be paired with a middle school science teacher who has become familiar with neuroscience through the BrainU program offered through the Department of Neuroscience. Over the course of the semester students will observe and assist in the middle school classroom in the implementation of already developed neuroscience activities. Students will choose a basic concept in an area of neuroscience in which they will develop an expertise and make an oral presentation. Students will then design and implement a new classroom activity to teach concepts in that area of neuroscience to middle school learners. By partnering with a middle school teacher and assisting in his/her classroom, the student participates in a service learning experience. Credit hours are proportional to the number of hours spent in the middle school classroom, 1 credit for every 50 hr. Weekly meetings with the instructor, journaling, and readings are required for all credit levels.  
Style: Field work in service learning  
Grading: 30% in-class presentation, 30% other evaluation. classroom activities and interactions; 25% teach evaluation of classroom activities and interactions; 15% journal

Nsci 4793W Directed Studies: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: Individual study of selected topics with emphasis on readings and use of scientific literature. This course is writing intensive. Students will have the opportunity to write a review article on a topic in their discipline of interest. They will learn to survey the current literature in a specific area of research, organize the data available relevant to the research topic, and effectively communicate this information in their paper. Also, students will draw conclusions from their investigations of the research topic and suggest directions for future research. Students are required to write a 10-15 page paper in the format of a scientific review article. An extensive survey of the literature will be required in order to present the most current information in the selected research area. This course is graded pass/fail, and the final grade is based on successful completion of the review article.  
Grading: 100% reports/papers.

Nsci 4794W Directed Research: Writing Intensive  
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; Meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: This course consists of laboratory or field investigation of selected areas of research, done under the direction of a faculty mentor. The course is writing intensive. Students will have the opportunity to present the results of their research in the format of a scientific article. They will learn to survey the current literature in their area of research, organize data, use statistical analyses if appropriate, and effectively communicate the results of their experiments through construction of tables, graphs, and other figures. Also, students will draw conclusions from their data and use persuasive arguments to convince readers of their interpretations of the data. Students will be required to write a 10-15 page paper in the format of a scientific article. This course is graded pass/fail, and the final grade is based on successful completion of the article.  
Grading: 100% reports/papers.

Nsci 4993 Directed Studies  
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;  
Instructor: STAFF
Nsci 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Nsci 5110 Dental Neuroscience for Graduate Students
A-F only, 2 credit(s);
Instructor: Simone, Donald A
Description: Student may contact the instructor or department for information.

Nsci 6110 Neuroscience for Dental Students
A-F only, 2 credit(s);
Instructor: Simone, Donald A
Description: Student may contact the instructor or department for information.

Nsci 6112 Medical Neuroscience for Professional Students
5 credit(s);
Instructor: Giesler Jr, Glenn J
Description: Student may contact the instructor or department for information.

Norwegian 320 Folwell Hall

Nor 1002 Beginning Norwegian
5 credit(s); 1001 Credit will not be granted if credit has been received for: NOR 4002;
Instructor: Zmijewska-Emerson, Hanna
Description: Description: The course continues the beginning language students' acquisition of proficiency in all four areas of Norwegian: listening, speaking, reading and writing. Students will also gain knowledge of Norwegian culture through various means, including: the required text, "PA VEI" and the CD. Lecture, class discussions and classroom exercises will be conducted in Norwegian. Class sessions will emphasize interactive communicative activities in pairs and small groups, with a focus on improving listening and speaking skills. Additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Norway is an integral part of the course.
Style: 10% Lecture, 70% Discussion, 20% Laboratory.

Nor 1002 Beginning Norwegian
5 credit(s); 1001 Credit will not be granted if credit has been received for: NOR 4002;
Instructor: Ianeva-Lockney, Arsen
Description: Description: Student may contact the instructor or department for information.

Nor 1004 Intermediate Norwegian
5 credit(s); 1103 Credit will not be granted if credit has been received for: NOR 4004;
Instructor: Zmijewska-Emerson, Hanna
Description: Description: This course continues the presentation of Norwegian language skills begun in 1001-2. It is designed to review and expand your knowledge of Norwegian language structure, and to increase your comprehension and communicative abilities in the language. The primary text for the course is Stein pa stein by Ellingsen and MacDonald with an accompanying workbook with CD. Students should expect to prepare at home for proficiently and actively participating in large and small-group interactive communicative activities in class. At this level, you will be reading and listening to more advanced authentic Norwegian material and you will expand and refine your vocabulary and your knowledge of grammar. The 1003-1004 course sequence will prepare you for the Language Proficiency Exam (LPE) that you will take toward the end of 1004.
Style: 10% Lecture, 70% Discussion, 20% Laboratory.

Nor 4002 Beginning Norwegian
2 credit(s); 1004 in another language or passing score on LPE or grad student Credit will not be granted if credit has been received for: NOR 1002;
Instructor: Zmijewska-Emerson, Hanna
Description: Description: The course continues the beginning language students' acquisition of proficiency in all four areas of Norwegian: listening, speaking, reading and writing. Students will also gain knowledge of Norwegian culture through
various means, including: the required text, "PA VEI" and the CD. Lecture, class discussions and classroom exercises will be conducted in Norwegian. Class sessions will emphasize interactive communicative activities in pairs and small groups, with a focus on improving listening and speaking skills. Additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Norway is an integral part of the course.

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

**Nor 4002 Beginning Norwegian**

- **2 credit(s);**
- **1004 in another language or passing score on LPE or grad student Credit will not be granted if credit has been received for: NOR 1002;**
- **Instructor:** Ianeva-Lockney, Arse
- **Description:** Student may contact the instructor or department for information.

**Nor 4004 Intermediate Norwegian**

- **2 credit(s);**
- **1004 in another language or passing score on LPE or grad student Credit will not be granted if credit has been received for: NOR 1004;**
- **Instructor:** Zmijewska-Emerson, Hanna
- **Description:** This course continues the presentation of Norwegian language skills begun in 1001-2. It is designed to review and expand your knowledge of Norwegian language structure, and to increase your comprehension and communicative abilities in the language. The primary text for the course is *Stein pa stein* by Ellingsen and MacDonald with an accompanying workbook with CD. Students should expect to prepare at home for proficiently and actively participating in large and small-group interactive communicative activities in class. At this level, you will be reading and listening to more advanced authentic Norwegian material and you will expand and refine your vocabulary and your knowledge of grammar. The 1003-1004 course sequence will prepare you for the Language Proficiency Exam (LPE) that you will take toward the end of 1004.
- **Style:** 10% Lecture, 70% Discussion, 20% Laboratory.

**Nursing 5-140 Weaver-Densford Hall**

**Nurs 2001 Human Growth and Development: A Life Span Approach**

- **3 credit(s);**
- **Instructor:** Alaniz PhD, Karin Lue
- **Description:** Theoretical, personal and culturally determined views of human life span development are examined from the prenatal period through the dying experience. Grand and emergent theories are applied to the biosocial, cognitive and psychosocial domains of life span development.
- **Style:** 80% Lecture, 5% Film/Video, 10% Discussion, 5% Small Group Activities.
- **Grading:** 20% reports/papers, 60% quizzes, 20% attendance.

**Nurs 2001 Human Growth and Development: A Life Span Approach**

- **3 credit(s);**
- **Instructor:** Hamilton, Ella Kathryn
- **Description:** Theoretical, personal and culturally determined views of human life span development are examined from the prenatal period through the dying experience. Grand and emergent theories are applied to the biosocial, cognitive and psychosocial domains of life span development.
- **Style:** 80% Lecture, 5% Film/Video, 10% Discussion, 5% Small Group Activities.
- **Grading:** 20% reports/papers, 60% quizzes, 20% attendance.

**Nurs 3115 Health Informatics and Information Technology**

- **A-F only, 3 credit(s);**
- **Meets CLE req of Technology and Society**
- **Instructor:** Adwan, Jehad Zaki
- **Description:** Student may contact the instructor or department for information.

**Nurs 3690 Life Span, Growth, and Development I**

- **2 credit(s);**
- **Instructor:** Davis PhD, Joan Audray
- **Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course uses a life span perspective to explore transitions and changes from conception through early adulthood. It provides students with a broad background in human growth and development across the life span. Nurses and other health care professionals need to understand normal development in order to effectively help people deal with health problems. This course provides a good foundation
for further study in a specialty area, and many students will choose to take additional courses that deal with specific developmental periods. The course will appeal to a broad range of students who are interested in learning about the biosocial, cognitive, and psychosocial forces that shape human lives.

**Style:** This is a printed correspondence section.

**Grading:** See attached syllabus

**Exam Format:** Supervised, in-person exams.

---

**Nurs 3691 Life Span, Growth, and Development II**

1 credit(s);

Instructor: Davis PhD, Joan Audray

Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course we use a life span perspective to explore transitions and changes in middle and late adult development. The course provides students with a broad background in human growth and development across the life span. Nurses and other health care professionals need to understand normal development in order to effectively help people deal with health problems. This course provides a good foundation for further study in a specialty area, and many students will choose to take additional courses that deal with specific developmental periods. This course will appeal to a broad range of students who are interested in learning about the biosocial, cognitive, and psychosocial forces that shape human lives.

**Style:** This is a printed correspondence section.

**Grading:** See attached syllabus

**Exam Format:** Supervised, in-person (not online) exam.

---

**Nurs 3705 Nursing Interventions**

A-F only, 2 credit(s);

Instructor: Martin, Lisa

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

---

**Nurs 3705 Nursing Interventions**

A-F only, 2 credit(s);

Instructor: Rowan, Mary M.

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

---

**Nurs 3705 Nursing Interventions**

A-F only, 2 credit(s);

Instructor: Flaten, Carol

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

---

**Nurs 3801 Patient Centered Care of Adults/Older Adults I**

A-F only, 3 credit(s);

Instructor: Dunlap, Karen J

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

---

**Nurs 3802 Patient Centered Care: Nursing Care of Families I**

A-F only, 3 credit(s);

Instructor: Dean EdD, Patrick Joseph

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

---

**Nurs 3802 Patient Centered Care: Nursing Care of Families I**

A-F only, 3 credit(s);

Instructor: Adwan, Jehad Zaki

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

---

**Nurs 3802 Patient Centered Care: Nursing Care of Families I**

A-F only, 3 credit(s);

Instructor: Kraft, Linda

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

---

**Nurs 3802H Nursing Care of Families I Honors**

A-F only, 4 credit(s);

Instructor: Adwan, Jehad Zaki
Nurs 3803 Application of Genetics in Nursing
A-F only, 2 credit(s);
Instructor: Rowan, Mary M.
Description: Student may contact the instructor or department for information.

Nurs 3803 Application of Genetics in Nursing
A-F only, 2 credit(s);
Instructor: Schmitz, Barbara J
Description: Student may contact the instructor or department for information.

Nurs 4205V Honors: Nursing Theory and Research
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Fjone, Andra Lynn
Description: Student may contact the instructor or department for information.

Nurs 4205W Nursing Theory and Research
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Lindquist, Ruth Ann
Description: Student may contact the instructor or department for information.

Nurs 4205W Nursing Theory and Research
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Rhudy, Lori M
Description: Student may contact the instructor or department for information.

Nurs 4301 Person Centered Care of Adults and Older Adults II
A-F only, 4 credit(s);
Instructor: Steffes, Mary Teresa
Description: Student may contact the instructor or department for information.

Nurs 4303 Practicum: Person Centered Care of Adults in Acute Care
A-F only, 3 credit(s);
Instructor: Steffes, Mary Teresa
Description: Student may contact the instructor or department for information.

Nurs 4305 Practicum: Community-based Care of Families Across Life Span
A-F only, 3 credit(s);
Instructor: Larson, Karin J
Description: Student may contact the instructor or department for information.

Nurs 4305 Practicum: Community-based Care of Families Across Life Span
A-F only, 3 credit(s);
Instructor: Hanson, Tabitha K
Description: Student may contact the instructor or department for information.

Nurs 4305 Practicum: Community-based Care of Families Across Life Span
A-F only, 3 credit(s);
Instructor: Flaten, Carol
Description: Student may contact the instructor or department for information.

Nurs 4312 Patient Centered Care: Nursing Care of Families II
A-F only, 4 credit(s);
Instructor: Dean EdD, Patrick Joseph
Description: Student may contact the instructor or department for information.

Nurs 4312 Patient Centered Care: Nursing Care of Families II
A-F only, 4 credit(s);
Instructor: Larson, Karin J
Description: Student may contact the instructor or department for information.

**Nurs 4321 Public Health Nursing**
A-F only, 2 credit(s);
Instructor: Flaten, Carol
Description: Student may contact the instructor or department for information.

**Nurs 4321 Public Health Nursing**
A-F only, 2 credit(s);
Instructor: Zins, Savannah M
Description: Student may contact the instructor or department for information.

**Nurs 4705 Specialty Focused Practicum II**
A-F only, 6 credit(s);
Instructor: Dean EdD, Patrick Joseph
Description: Student may contact the instructor or department for information.

**Nurs 4705 Specialty Focused Practicum II**
A-F only, 6 credit(s);
Instructor: Martin, Lisa
Description: Student may contact the instructor or department for information.

**Nurs 4705 Specialty Focused Practicum II**
A-F only, 6 credit(s);
Instructor: Pfeiffer, Jeanne
Description: Student may contact the instructor or department for information.

**Nurs 4705 Specialty Focused Practicum II**
A-F only, 6 credit(s);
Instructor: Steffes, Mary Teresa
Description: Student may contact the instructor or department for information.

**Nurs 4707 Nursing Leadership: Professional Practice in Complex Systems**
A-F only, 2 credit(s);
Instructor: Dean EdD, Patrick Joseph
Description: Student may contact the instructor or department for information.

**Nurs 4707 Nursing Leadership: Professional Practice in Complex Systems**
A-F only, 2 credit(s);
Instructor: Weber, Eileen P
Description: Student may contact the instructor or department for information.

**Nurs 4707 Nursing Leadership: Professional Practice in Complex Systems**
A-F only, 2 credit(s);
Instructor: Pesut, Daniel Joseph
Description: Student may contact the instructor or department for information.

**Nurs 4800 Nursing Topics: Nurs Topics: Phillips Neighborhood Clinic**
0 credit(s), max credits 48, 3 completions allowed;
Instructor: Rowan, Mary M.
Description: Student may contact the instructor or department for information.

**Nurs 4800 Nursing Topics**
2 credit(s), max credits 48, 3 completions allowed;
Instructor: Dunlap, Karen J
Description: Student may contact the instructor or department for information.

**Nurs 4800 Nursing Topics: Community Healthcare Projects**
Nurs 5011 Interprofessional Diabetes Experience
A-F only, 2 credit(s);
Instructor: Darst, Elaine
Description: Student may contact the instructor or department for information.

Nurs 5031 Human Response to Health and Illness: Adults and Elders
A-F only, 6 credit(s);
Instructor: Rowan, Mary M.
Description: Student may contact the instructor or department for information.

Nurs 5032 Human Response to Health and Illness: Children and Childbearing Families
A-F only, 6 credit(s);
Instructor: Friedrich, Cheri L
Description: Student may contact the instructor or department for information.

Nurs 5115 Interprofessional Health Care Informatics
A-F only, 3 credit(s);
Instructor: Monsen PhD, Karen A
Description: Student may contact the instructor or department for information.

Nurs 5225 Psychopharmacology Advanced Practice Psychiatric/Mental Health Nursing
3 credit(s);
Instructor: Kaas, Merrie Jean
Description: Student may contact the instructor or department for information.

Nurs 5229 Clinical Pharmacotherapeutics
2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Benbenek, Mary Mescher
Description: Student may contact the instructor or department for information.

Nurs 5229 Clinical Pharmacotherapeutics
2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: White, Kathryn W
Description: Student may contact the instructor or department for information.

Nurs 5800 Nursing Topics: State of Science Obesity Prevention and Family II
1 credit(s), max credits 8, 4 completions allowed;
Instructor: Fulkerson, Jayne
Description: Student may contact the instructor or department for information.

Nurs 5800 Nursing Topics: Nursing Topics: Dying in Contemporary Medical Culture
3 credit(s), max credits 8, 4 completions allowed;
Instructor: Peden-McAlpine, Cynthia Jeanne
Description: Student may contact the instructor or department for information.

Nurs 5800 Nursing Topics: Public Health Nursing Research Practicum
1 credit(s), max credits 8, 4 completions allowed;
Instructor: Monsen PhD, Karen A
Description: Student may contact the instructor or department for information.

Nurs 5800 Nursing Topics
1-4 credit(s), max credits 8, 4 completions allowed;
Instructor: Saftner, Melissa
Description: Student may contact the instructor or department for information.
Nurs 5812 Global Health Through Study Abroad
S-N only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Larson, Karin J
Description: Student may contact the instructor or department for information.

Nurs 5830 Advanced Clinical Nursing
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Rowan, Mary M.
Description: Student may contact the instructor or department for information.

Nurs 5830 Advanced Clinical Nursing: Perioperative Nursing
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Darst, Elaine
Description: Student may contact the instructor or department for information.

Nurs 5925 Grant Writing and Critique
1 credit(s);
Instructor: Duckett, Laura J
Description: Student may contact the instructor or department for information.

Nurs 6100 Evidence-based Practice
A-F only, 3 credit(s);
Instructor: Rhudy, Lori M
Description: Student may contact the instructor or department for information.

Nurs 6105 Systems Analysis and Design
A-F only, 3 credit(s);
Instructor: Clancy, Thomas R
Description: Student may contact the instructor or department for information.

Nurs 6110 Epidemiology in Nursing
2 credit(s);
Instructor: Findorff, Mary Jocelyn
Description: Student may contact the instructor or department for information.

Nurs 6200 Science of Nursing Intervention
A-F only, 3 credit(s);
Instructor: Lindquist, Ruth Ann
Description: Student may contact the instructor or department for information.

Nurs 6200 Science of Nursing Intervention
A-F only, 3 credit(s);
Instructor: Peterson, Barbara Lois
Description: Student may contact the instructor or department for information.

Nurs 6306 Women’s Reproductive Healthcare Practicum
S-N only, 1-6 credit(s), max credits 6, 4 completions allowed;
Instructor: Ringdahl, Deborah Rene
Description: Student may contact the instructor or department for information.

Nurs 6502 Assessment and Management of Health for Advanced Practice Nurses, II
A-F only, 3 credit(s);
Instructor: Yu, Fang
Description: Student may contact the instructor or department for information.

Nurs 6504 Assessing, Managing Psychiatric Disorders in Adv Practice Psychiatric-Mental Health Nursing
2 credit(s);
Instructor: Peterson, Barbara Lois
Description: Student may contact the instructor or department for information.
Nurs 6505 PMH/APN Prac II: Assessing, Managing Psychiatric Disorders in Adv Prac Psychiatric-Mental Health Nurs
S-N only, 2 credit(s);
Instructor: Peterson, Barbara Lois
Description: Student may contact the instructor or department for information.

Nurs 6703 Nurse Executive Seminar II
2 credit(s);
Instructor: Potter PhD, Teddie Michelle
Description: Student may contact the instructor or department for information.

Nurs 6704 Nurse Executive Practicum II
S-N only, 1 credit(s);
Instructor: Potter PhD, Teddie Michelle
Description: Student may contact the instructor or department for information.

Nurs 6902 Nurse Anesthesia Care: Cardiothoracic Disease
A-F only, 2 credit(s);
Instructor: Cardinal, Kevin James
Description: Student may contact the instructor or department for information.

Nurs 6912 Nurse Anesthesia Care: Cardiothoracic Disease Practicum
S-N only, 3 credit(s);
Instructor: White, Kathryn W
Description: Student may contact the instructor or department for information.

Nurs 6920 Primary Care: Assessment of Health and Care of Well Children
A-F only, 3 credit(s);
Instructor: Poe, Christine R
Description: Student may contact the instructor or department for information.

Nurs 6921 Assessment of Health and Care of Well Children: Primary Care Practicum
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Poe, Christine R
Description: Student may contact the instructor or department for information.

Nurs 6925 Advanced Concepts in Women's Health for Nurse Practitioners
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.

Nurs 6926 Advanced Concepts in Women's Health for ANP/WHNP Practicum
2 credit(s);
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.

Nurs 6936 Population Focused Public Health Nursing Practice: Program Implementation and Evaluation
A-F only, 1 credit(s);
Instructor: Fidoroff, Mary Jocelyn
Description: Student may contact the instructor or department for information.

Nurs 6937 Population Focused Public Health Nursing Practice: Program Implementation Evaluation Practicum
S-N only, 1 credit(s);
Instructor: Fidoroff, Mary Jocelyn
Description: Student may contact the instructor or department for information.

Nurs 7005 Nurse Anesthesia Practicum B
S-N only, 5 credit(s);
Instructor: Lovinaria, Danilo Nestor Pajarillo
Description: Student may contact the instructor or department for information.

Nurs 7100 DNP Seminar I
A-F only, 2 credit(s);
Instructor: Ringdahl, Deborah Rene
Description: Student may contact the instructor or department for information.

Nurs 7101 DNP Seminar II
A-F only, 3 credit(s);
Instructor: Dierich, Mary Therese
Description: Student may contact the instructor or department for information.

Nurs 7101 DNP Seminar II
A-F only, 3 credit(s);
Instructor: Ringdahl, Deborah Rene
Description: Student may contact the instructor or department for information.

Nurs 7103 Nursing Research Methods
3 credit(s);
Instructor: Hooke, Mary Catherine M
Description: Student may contact the instructor or department for information.

Nurs 7103 Nursing Research Methods
3 credit(s);
Instructor: Cheung, Corjena K
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Halcon PhD, Linda Luciente
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Lindquist, Ruth Ann
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Dean EdD, Patrick Joseph
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Dierich, Mary Therese
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Westra, Bonnie L.
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Lindeke PhD, Linda L  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Olson Keller, Linda  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Findorff, Mary Jocelyn  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Krichbaum PhD, Kathleen Elaine  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Duckett, Laura J  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Chesney PhD, Mary L  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Ringdahl, Deborah Rene  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Hooke, Mary Catherine M  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: O’Conner-Von PhD, Susan K.  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Fulkerson, Jayne  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Robertson, Cheryl Lee  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Pfeiffer, Jeanne  
Description: Student may contact the instructor or department for information.
Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Kreitzer, Mary Jo
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Avery, Melissa D
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Bearinger, Linda Holm
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Cheung, Corjena K
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Friedrich, Cheri L
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Steffes, Mary Teresa
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Treat-Jacobson PhD, Diane Jeanette
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Talley, Kristine Marie
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Hadidi, Niloufar Niakosari
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Drake, Diana Mary
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Gaugler PhD, Joseph E
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Benbenek, Mary Mescher
Description: Student may contact the instructor or department for information.
Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Garcia PhD, Carolyn Marie  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Fagerlund, Kathleen A  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Sieving, Renee Evangeline  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Bliss PhD, Donna Zimmaro  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Kubik, Martha Young  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Potter PhD, Teddie Michelle  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Kaas, Merrie Jean  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Peden-McAlpine, Cynthia Jeanne  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Wyman, Jean Frances  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Mueller, Christine Ann  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Disch, Joanne M  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Poe, Christine R  
Description: Student may contact the instructor or department for information.
Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Kerr, Madeleine June  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Monsen PhD, Karen A  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: White, Kathryn W  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Looman PhD, Wendy Sue  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Kristofersson, Gisli Kort  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Rhudy, Lori M  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Yu, Fang  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Clancy, Thomas R  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Lovinaria, Danilo Nestor Pajarillo  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Vanderhoef, Dawn  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: Pesut, Daniel Joseph  
Description: Student may contact the instructor or department for information.

Nurs 7110 DNP Project Direction I: Planning  
S-N only, 1 credit(s);  
Instructor: McMahon, Siobhan Kathleen  
Description: Student may contact the instructor or department for information.
Nurs 7110 DNP Project Direction I: Planning
S-N only, 1 credit(s);
Instructor: Saftner,Melissa
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Halcon PhD, Linda Luciente
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Lindquist, Ruth Ann
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Dean EdD, Patrick Joseph
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Dierich, Mary Therese
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Westra, Bonnie L.
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Lindeke PhD, Linda L
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Olson Keller, Linda
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Findorff, Mary Jocelyn
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Krichbaum PhD, Kathleen Elaine
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Duckett, Laura J
Description: Student may contact the instructor or department for information.
Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Chesney PhD, Mary L
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Ringdahl, Deborah Rene
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Hooke, Mary Catherine M
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: O'Conner-Von PhD, Susan K.
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Fulkerson, Jayne
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Robertson, Cheryl Lee
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Pfeiffer, Jeanne
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Kreitzer, Mary Jo
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Avery, Melissa D
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Bearinger, Linda Holm
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Cheung, Corjena K
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Friedrich, Cheri L
Description: Student may contact the instructor or department for information.
Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Steffes, Mary Teresa  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Treat-Jacobson PhD, Diane Jeanette  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Talley, Kristine Marie  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Hadidi, Niloufar Niakosari  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Drake, Diana Mary  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Gaugler PhD, Joseph E  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Benbenek, Mary Mescher  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Garcia PhD, Carolyn Marie  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Fagerlund, Kathleen A  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Sieving, Renee Evangeline  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Bliss PhD, Donna Zimmaro  
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation  
S-N only, 1 credit(s);  
Instructor: Kubik, Martha Young  
Description: Student may contact the instructor or department for information.
Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Potter PhD,Teddie Michelle
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Kaas,Merrie Jean
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Peden-McAlpine,Cynthia Jeanne
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Wyman,Jean Frances
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Mueller,Christine Ann
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Disch,Joanne M
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Poe,Christine R
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Kerr,Madeleine June
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Monsen PhD,Karen A
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: White,Kathryn W
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Looman PhD,Wendy Sue
Description: Student may contact the instructor or department for information.

Nurs 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Kristofersson,Gisli Kort
Description: Student may contact the instructor or department for information.
S-N 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Rhudy, Lori M
Description: Student may contact the instructor or department for information.

S-N 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Yu, Fang
Description: Student may contact the instructor or department for information.

S-N 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Clancy, Thomas R
Description: Student may contact the instructor or department for information.

S-N 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Lovinaria, Danilo Nestor Pajarillo
Description: Student may contact the instructor or department for information.

S-N 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Vanderhoef, Dawn
Description: Student may contact the instructor or department for information.

S-N 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Pesut, Daniel Joseph
Description: Student may contact the instructor or department for information.

S-N 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: McMahon, Siobhan Kathleen
Description: Student may contact the instructor or department for information.

S-N 7111 DNP Project Direction II: Implementation
S-N only, 1 credit(s);
Instructor: Saftner, Melissa
Description: Student may contact the instructor or department for information.

S-N 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Halcon PhD, Linda Luciente
Description: Student may contact the instructor or department for information.

S-N 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.

S-N 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Lindquist, Ruth Ann
Description: Student may contact the instructor or department for information.

S-N 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Dean EdD, Patrick Joseph
Description: Student may contact the instructor or department for information.
Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Dierich, Mary Therese
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Westra, Bonnie L.
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Lindeke PhD, Linda L
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Olson Keller, Linda
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Findorff, Mary Jocelyn
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Krichbaum PhD, Kathleen Elaine
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Duckett, Laura J
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Chesney PhD, Mary L
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Ringdahl, Deborah Rene
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Hooke, Mary Catherine M
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: O'Conner-Von PhD, Susan K.
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Fulkerson, Jayne
Description: Student may contact the instructor or department for information.
Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Robertson, Cheryl Lee
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Pfeiffer, Jeanne
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Kreitzer, Mary Jo
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Avery, Melissa D
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Bearinger, Linda Holm
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Cheung, Corjena K
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Friedrich, Cheri L
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Steffes, Mary Teresa
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Treat-Jacobson PhD, Diane Jeanette
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Talley, Kristine Marie
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Hadidi, Niloufar Niakosari
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Drake, Diana Mary
Description: Student may contact the instructor or department for information.
Nurs 7112 DNP Project Direction III: Evaluation  
S-N only, 1 credit(s);  
Instructor: Gaugler PhD, Joseph E  
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation  
S-N only, 1 credit(s);  
Instructor: Benbenek, Mary Mescher  
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation  
S-N only, 1 credit(s);  
Instructor: Garcia PhD, Carolyn Marie  
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation  
S-N only, 1 credit(s);  
Instructor: Fagerlund, Kathleen A  
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation  
S-N only, 1 credit(s);  
Instructor: Sieving, Renee Evangeline  
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation  
S-N only, 1 credit(s);  
Instructor: Bliss PhD, Donna Zimmaro  
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation  
S-N only, 1 credit(s);  
Instructor: Kubik, Martha Young  
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation  
S-N only, 1 credit(s);  
Instructor: Potter PhD, Teddie Michelle  
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation  
S-N only, 1 credit(s);  
Instructor: Kaas, Merrie Jean  
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation  
S-N only, 1 credit(s);  
Instructor: Peden-McAlpine, Cynthia Jeanne  
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation  
S-N only, 1 credit(s);  
Instructor: Wyman, Jean Frances  
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation  
S-N only, 1 credit(s);  
Instructor: Mueller, Christine Ann  
Description: Student may contact the instructor or department for information.
Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Disch, Joanne M
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Poe, Christine R
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Kerr, Madeleine June
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Monsen PhD, Karen A
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: White, Kathryn W
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Looman PhD, Wendy Sue
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Kristofersson, Gisli Kort
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Rhudy, Lori M
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Yu, Fang
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Clancy, Thomas R
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Lovinaria, Danilo Nestor Pajarillo
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Vanderhoeof, Dawn
Description: Student may contact the instructor or department for information.
Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Pesut,Daniel Joseph
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: McMahon,Siobhan Kathleen
Description: Student may contact the instructor or department for information.

Nurs 7112 DNP Project Direction III: Evaluation
S-N only, 1 credit(s);
Instructor: Saftner,Melissa
Description: Student may contact the instructor or department for information.

Nurs 7113 Clinical Decision Support: Theory
A-F only, 2 credit(s);
Instructor: Westra,Bonnie L.
Description: Student may contact the instructor or department for information.

Nurs 7114 Clinical Decision Support Practicum
S-N only, 2 credit(s);
Instructor: Westra,Bonnie L.
Description: Student may contact the instructor or department for information.

Nurs 7118 Human Factors and Human-Computer Interaction in Health Informatics
A-F only, 3 credit(s);
Instructor: Harder,Kathleen A.
Description: Student may contact the instructor or department for information.

Nurs 7200 Economics of Health Care
A-F only, 3 credit(s);
Instructor: Jarosek,Stephanie L
Description: Student may contact the instructor or department for information.

Nurs 7202 Moral and Ethical Positions and Actions in Nursing
A-F only, 2 credit(s);
Instructor: Duckett,Laura J
Description: Student may contact the instructor or department for information.

Nurs 7213 Midwifery Clinical and Professional Integration
S-N only, 3 credit(s);
Instructor: Ringdahl,Deborah Rene
Description: Student may contact the instructor or department for information.

Nurs 7214 Integrative Health and Healing III
A-F only, 1 credit(s);
Instructor: Kreitzer,MaryJo
Description: Student may contact the instructor or department for information.

Nurs 7215 Integrative Health and Healing Practicum III
S-N only, 2 credit(s);
Instructor: Kreitzer,MaryJo
Description: Student may contact the instructor or department for information.

Nurs 7300 Program Evaluation
A-F only, 3 credit(s);
Instructor: Findorff,Mary Jocelyn
Description: Student may contact the instructor or department for information.
Nurs 7310 ANP/WHNP Clinical and Professional Integration
2 credit(s);
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.

Nurs 7400 Health Policy Leadership
A-F only, 3 credit(s);
Instructor: Chesney PhD, Mary L
Description: Student may contact the instructor or department for information.

Nurs 7406 Advanced Nursing Practicum in Adult-Gerontology Health
S-N only, 3 credit(s);
Instructor: Dierich, Mary Therese
Description: Student may contact the instructor or department for information.

Nurs 7503 Reproductive Health Care of Women Practicum for Family Nurse Practitioners
S-N only, 1 credit(s);
Instructor: Drake, Diana Mary
Description: Student may contact the instructor or department for information.

Nurs 7505 Assessment and Management of Health for Advanced Practice Nurses Practicum II
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.

Nurs 7505 Assessment and Management of Health for Advanced Practice Nurses Practicum II
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Dierich, Mary Therese
Description: Student may contact the instructor or department for information.

Nurs 7505 Assessment and Management of Health for Advanced Practice Nurses Practicum II
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Hadidi, Niloufar Niakosari
Description: Student may contact the instructor or department for information.

Nurs 7505 Assessment and Management of Health for Advanced Practice Nurses Practicum II
S-N only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Benbenek, Mary Mescher
Description: Student may contact the instructor or department for information.

Nurs 7507 Assessment Management of Health Practicum IV: Community Health Leadership for Family Nurse Prac
S-N only, 1 credit(s);
Instructor: Drake, Diana Mary
Description: Student may contact the instructor or department for information.

Nurs 7508 Assessment Management of Health Practicum V: Clinical Specialty Care for Family Nurse Practitioner
S-N only, 1 credit(s);
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.

Nurs 7509 Assessment and Management of Health Practicum VI: Primary Care for the Family Nurse Practitioner
S-N only, 1 credit(s);
Instructor: Drake, Diana Mary
Description: Student may contact the instructor or department for information.

Nurs 7604 Executive Leadership Seminar IV: Boundary Spanning Leadership
A-F only, 2 credit(s);
Instructor: Potter PhD, Teddie Michelle
Nurs 7605 Executive Leadership Practicum III: Boundary Spanning Leadership
S-N only, 3 credit(s);
Instructor: Krichbaum PhD, Kathleen Elaine
Description: Student may contact the instructor or department for information.

Nurs 7606 Relationship-Based Leadership and Management
A-F only, 3 credit(s);
Instructor: Potter PhD, Teddie Michelle
Description: Explore the concepts, theories and practices that support relationship-based leadership and management and introduce a framework and set of tools to provide leadership in an empowered organization.

Nurs 7606 Relationship-Based Leadership and Management
A-F only, 3 credit(s);
Instructor: Disch, Joanne M
Description: Explore the concepts, theories and practices that support relationship-based leadership and management and introduce a framework and set of tools to provide leadership in an empowered organization.

Nurs 7610 Health Innovations and Leadership
A-F only, 3 credit(s);
Instructor: Edwardson, Sandra R
Description: Student may contact the instructor or department for information.

Nurs 7610 Health Innovations and Leadership
A-F only, 3 credit(s);
Instructor: Pfeiffer, Jeanne
Description: Student may contact the instructor or department for information.

Nurs 7612 Psychiatric/Mental Health Advanced Practice Nursing: Professional Seminar
1 credit(s);
Instructor: Kaas, Merrie Jean
Description: Student may contact the instructor or department for information.

Nurs 7613 Psychiatric/Mental Health Advanced Practice Nursing: Practicum V
S-N only, 2 credit(s);
Instructor: Kaas, Merrie Jean
Description: Student may contact the instructor or department for information.

Nurs 7900 Scholarly Teaching and Learning in Nursing
3 credit(s);
Instructor: Krichbaum PhD, Kathleen Elaine
Description: Student may contact the instructor or department for information.

Nurs 7925 Systems of Care for Children and Youth With Special Health Care Needs Practicum
A-F only, 2 credit(s);
Instructor: Friedrich, Cheri L
Description: Student may contact the instructor or department for information.

Nurs 7926 Advanced Assessment, Intervention in Families of Children and Youth With Special Health Care Needs
A-F only, 2 credit(s);
Instructor: Lindeke PhD, Linda L
Description: Student may contact the instructor or department for information.

Nurs 7927 Adv Assessment, Intervention in Families of Children and Youth With Special Health Care Needs Practicum
A-F only, 1 credit(s);
Instructor: Lindeke PhD, Linda L
Description: Student may contact the instructor or department for information.
Nurs 7930 Public Health Nursing Leadership Practicum
S-N only, 3 credit(s);
Instructor: Olson Keller,Linda
Description: Student may contact the instructor or department for information.

Nurs 7939 Public Health Nurse Executive Role
A-F only, 3 credit(s);
Instructor: Olson Keller,Linda
Description: Student may contact the instructor or department for information.

Nurs 8134 Interventions and Outcomes Research
A-F only, 3 credit(s);
Instructor: Henly,Susan J
Description: Student may contact the instructor or department for information.

Nurs 8171 Qualitative Research Design and Methods
3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Peden-McAlpine,Cynthia Jeanne
Description: Student may contact the instructor or department for information.

Nurs 8177 Advanced Nursing Research Practicum
S-N only, 2 credit(s);
Instructor: Lindquist,Ruth Ann
Description: Student may contact the instructor or department for information.

Nurs 8177 Advanced Nursing Research Practicum
S-N only, 2 credit(s);
Instructor: Krichbaum PhD,Kathleen Elaine
Description: Student may contact the instructor or department for information.

Nurs 8177 Advanced Nursing Research Practicum
S-N only, 2 credit(s);
Instructor: Fulkerson,Jayne
Description: Student may contact the instructor or department for information.

Nurs 8177 Advanced Nursing Research Practicum
S-N only, 2 credit(s);
Instructor: Liaschenko,Joan
Description: Student may contact the instructor or department for information.

Nurs 8190 Critical Review in Health Research
A-F only, 2 credit(s);
Instructor: Hadidi,Niloufar Niakosari
Description: Student may contact the instructor or department for information.

Nurs 8193 Special Topics in Nursing Research
1-6 credit(s), max credits 6;
Instructor: Krichbaum PhD,Kathleen Elaine
Description: Student may contact the instructor or department for information.

Nurs 8193 Special Topics in Nursing Research
1-6 credit(s), max credits 6;
Instructor: Kubik,Martha Young
Description: Student may contact the instructor or department for information.

Nurs 8193 Special Topics in Nursing Research
1-6 credit(s), max credits 6;
Instructor: Monsen PhD,Karen A
Description: Student may contact the instructor or department for information.
Nurs 8195 Mixed Methods in the Social, Behavioral, and Applied Health Sciences
A-F only, 3 credit(s);
Instructor: Gaugler PhD, Joseph E
Description: The purpose of this course is for students to integrate qualitative strategies with quantitative approaches in research designs. Students will examine the strengths and challenges of using a mixed-methodological framework when studying the etiology of phenomena or evaluating clinical interventions.
Style: 75% Discussion, 15% Student Presentation, 10% Demonstration.
Grading: 20% reports/papers, 35% special projects, 10% in-class presentation, 35% class participation.

Nurs 8360 Advanced Clinical Nursing
1-3 credit(s), max credits 6, 1 completion allowed;
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.

Nurs 8360 Advanced Clinical Nursing
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Schadewald, Diane Marie
Description: Student may contact the instructor or department for information.

Nurs 8360 Advanced Clinical Nursing
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Kaas, Merrie Jean
Description: Student may contact the instructor or department for information.

Nurs 8360 Advanced Clinical Nursing
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Vanderhoef, Dawn
Description: Student may contact the instructor or department for information.

Nurs 8361 Special Topics in Nursing
1 credit(s), max credits 4, 1 completion allowed;
Instructor: Benbenek, Mary Mescher
Description: Student may contact the instructor or department for information.

Nurs 8361 Special Topics in Nursing
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Peden-McAlpine, Cynthia Jeanne
Description: Student may contact the instructor or department for information.

Nutrition 225 Food Science & Nutrition Building

Nutr 5622 Vitamin and Mineral Biochemistry
3 credit(s);
Instructor: Gallaher, Daniel David
Description: This course focuses on the physiological functions and biochemical actions of vitamins and essential minerals. Topics discussed for each include absorption, transport, storage, metabolic function, reaction mechanism, excretion, and toxicity. Examples of deficiency signs are given extensively. Also considered are interactions among vitamins and essential minerals, approaches to biochemical assessment of status, and dietary requirements. The format is primarily lecture, with in-class discussion. The class is intended for graduate students with an interest in nutrition and undergraduate nutrition science students.
Style: 95% Lecture, 5% Student Presentation.
Grading: 64% mid exam, 16% final exam, 20% reports/papers. Exams are semi-cumulative.
Exam Format: Exams are primarily essay with some multiple choice. Essay questions are a combination of short and long answers. Exams are not time-limited.

Nutr 5626 Nutritional Physiology
A-F only, 3 credit(s);
Instructor: Mashek, Douglas
Description: This course is designed to provide students with an understanding of whole body macronutrient metabolism especially as it relates to the etiology of metabolic diseases. This course will specifically emphasize signaling between
tissues to control homeostasis and how dysregulation of this crosstalk can lead to metabolic diseases. We will discuss how organ physiology, diets, dietary components or physiological processes such as exercise, starvation and caloric restriction impact metabolism. Also, the regulation of food intake and energy expenditure will also be covered. We will commonly use primary research articles and often discuss data so that students will have a better understanding of designing, analyzing and interpreting research data.

**Style:** 100% Lecture.

**Grading:** 50% mid exam, 33% final exam, 17% special projects.

**Nutr 5627 Nutritional and Food Toxicology**

A-F only, 3 credit(s);BIOC 3021; designed for students majoring in [nutrition or food science or toxicology]Credit will not be granted if credit has been received for: FSCN 4622;

**Instructor:** Chen, Chi

**Description:** Course Description Nutritional toxicology is to provide an overview of principles and elements (toxic agents, organisms, and toxic effects) that are important in the toxic events, with a focus on food toxicants and nutrient-toxicant interaction. This course is designed for senior undergraduate and graduate students majoring in Nutrition and other relevant programs. It comprises two parts. Each part has its corresponding exam. Part 1: Principle of toxicology: toxicokinetics; adsorption, distribution, metabolism and excretion (ADME) of xenobiotics; system toxicity; organ toxicity. Part 2: Primary research on food and nutritional toxicology: safety assessment on dietary components; case studies on the toxic (or detoxification) events associated with food intake and environmental exposure; in vivo and in vitro techniques for toxicological research. Course Objectives After taking this course, the students should be able to: ? understand the basic concepts of toxicology ? understand the molecular mechanism behind the chemical-induced toxicities ? comprehend the impact and risk of dietary chemicals to human health ? be capable of critically reviewing the primary research papers in the nutritional toxicology field ? learn the principles of research techniques used in the toxicological projects ? form their own opinion on the risk assessments of dietary components ? address and discuss the issues related to the chemical-induced toxicities Overall, the goal of this course is to provide the students an intellectual platform to comprehend the potential adverse effects of foreign compounds into the biological system. Textbooks and Materials? Some of course contents are originated from 2 textbooks below: ---Casarett & Doull's Toxicology, The Basic Science of Poisons. 7th Edition. Edited by Curtis D. Klaassen, 2007 (ISBN-10: 0071470514) ---Food and Nutritional Toxicology. Stanley T. Omaye. CRC Press. 2004. (ISBN-10: 1587160714) ? Handouts, references and reading assignments will be posted at the Moodle site after the lecture.

**Nutr 8620 Advances in Nutrition**

2 credit(s);

**Instructor:** Csallany, A Saari

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

**Nutr 8695 Independent Study: Nutrition**

1-10 credit(s), max credits 30, 3 completions allowed;

**Instructor:** Cariad-Barrett, Anna

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

**Obstetrics and Gynecology 12-211 MoosT (Box 395 UMHC)**

**Obst 8224 Gynecological Endocrinology I**

1-15 credit(s), max credits 15, 1 completion allowed;

**Instructor:** Carson MD, Linda F

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

**Obst 8225 Gynecological Endocrinology II**

1-15 credit(s), max credits 15, 1 completion allowed;

**Instructor:** Carson MD, Linda F

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

**Obst 8226 Obstetrical Physiology and Anesthesiology**

1-15 credit(s), max credits 15, 1 completion allowed;

**Instructor:** Carson MD, Linda F

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

**Obst 8227 Preceptorship in Clinical Practice**

1-15 credit(s), max credits 15, 1 completion allowed;

**Instructor:** Carson MD, Linda F
Description: Student may contact the instructor or department for information.

**Obst 8240 Human Gametes and Fertilization**
- 3 credit(s);
- Instructor: Carson MD, Linda F
- Description: Student may contact the instructor or department for information.

**Obst 8241 Human Gametes and Fertilization Laboratory**
- 2 credit(s);
- Instructor: Carson MD, Linda F
- Description: Student may contact the instructor or department for information.

**Obst 8243 Topics in Family Planning**
- 2-8 credit(s), max credits 12;
- Instructor: Carson MD, Linda F
- Description: Student may contact the instructor or department for information.

---

**Occupational Therapy**

**OT 1003 Orientation to Occupational Therapy**
- S-N only, 1 credit(s);
- Instructor: Jacobs, C
- Description: This is a fully online section (no face to face classroom sessions) offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently at your own pace in a nine month extended term, beginning the month of registration, with term registrations open each month. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is designed to help you decide whether a career in occupational therapy is the right choice for you. In this course, you will learn what occupational therapy is and how occupational therapists use activity as a treatment modality as well as an outcome. The lessons will describe some of the treatment settings and populations with which you might work as an occupational therapist. The course is offered S/N only, assessments of learning include online quizzes for each lesson, several short-answer written assignments, and a comprehensive open-book style written exam. This course is recommended if you wish to apply to the master's program in occupational therapy at the University of Minnesota.
  - Style: Online
  - Grading: See attached syllabus
  - Exam Format: Final take-home essay.

**OT 5395 Independent Study in Occupational Therapy**
- 1-4 credit(s), max credits 16, 16 completions allowed;
- Instructor: Martin PhD, Peggy Mae
- Description: Student may contact the instructor or department for information.

**OT 6200 Public and Professional Engagement II**
- S-N only, 0.5 credit(s), max credits 1.5, 3 completions allowed;
- Instructor: Bourland, Christina H
- Description: Student may contact the instructor or department for information.

**OT 6200 Public and Professional Engagement II**
- S-N only, 0.5 credit(s), max credits 1.5, 3 completions allowed;
- Instructor: McGee, Corey Weston
- Description: Student may contact the instructor or department for information.

**OT 6201 Functional Anatomy and Kinesiology**
- A-F only, 3 credit(s);
- Instructor: Mathiowetz PhD, Virgil G
- Description: Student may contact the instructor or department for information.

**OT 6202 Occupational Therapy Process for Individuals: Occupation Through Compensation**
- A-F only, 5 credit(s);
- Instructor: McGee, Corey Weston
- Description: Student may contact the instructor or department for information.
OT 6203 Occupational Therapy Process for Family
A-F only, 2 credit(s);
Instructor: Schaber PhD, Patricia Louise
Description: This course examines the influence of family systems on health, well-being, and occupational participation of individual members. Five family theories are explored as they inform a family-centered care model of intervention. Assignments include non-standardized OT assessment in families of very young children and of elders with dementia. Course includes conditions related to at-risk families.

OT 6213 Occupational Therapy Process for Individuals: Medical Contexts
A-F only, 2 credit(s);
Instructor: Jones, Terrianne Thielen
Description: Student may contact the instructor or department for information.

OT 7201 Scholarly Inquiry in Health Sciences
A-F only, 4 credit(s);
Instructor: Mathiowetz PhD, Virgil G
Description: Student may contact the instructor or department for information.

OT 7596 Occupational Therapy Level II Fieldwork I
S-N only, 6 credit(s);
Instructor: Bourland, Christina H
Description: Student may contact the instructor or department for information.

OT 7696 Occupational Therapy Level II Fieldwork II
S-N only, 6 credit(s);
Instructor: Bourland, Christina H
Description: Student may contact the instructor or department for information.

OT 7796 Occupational Therapy Level II Fieldwork III: Optional
S-N only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Bourland, Christina H
Description: Student may contact the instructor or department for information.

Off-Campus Study 220 Johnston Hall
OCS 3550 National Student Exchange: Off-Campus Study
S-N only, 0 credit(s);
Instructor: STAFF
Description: This course registration allows students to study in a different part of the United States for up to a year through National Student Exchange. There are more than 170 National Student Exchange (NSE) institutions in Hawaii, Florida, and 48 other states and regions, including Puerto Rico, Guam, the Virgin Islands, and Canada. The application deadline for participation in the following academic year is mid-February. Prerequisite: application and acceptance into the National Student Exchange program in the Career and Community Learning Center.

Office of Undergraduate Education 220 Morrill Hall
OUE 2100 Academic Planning and Exploration
1 credit(s);
Instructor: Scott, Anthony Lowell
Description: This web-based, one credit course is for undergraduate students who are undecided with their academic major or planning to apply to competitive undergraduate majors. Through a combination of online course modules and in-person meetings, this course will help undecided and competitive-major students engage in the academic and career decision-making process. Students will develop an Exploratory Action Plan to help them discover and declare a best-fit major that matches their interests, values, and academic skills. Course assignments will be customized to meet the student's needs and will include self-assessment inventories, reflective essays, and an action plan project. This course is offered primarily online but also requires students to attend two in-person meetings with the instructor during the term (in the third and eighth weeks of the course). Prerequisites: Because of the unique nature of this course, students are required to complete a pre-registration survey to determine if this course is a good fit. Priority will go to undecided students who have completed at least 15 academic credits.
Style: 20% Lecture, 80% Web Based.
OUE 2100 Academic Planning and Exploration
1 credit(s);
Instructor: Kachgal, Mera M
Description: This web-based, one credit course is for undergraduate students who are undecided with their academic major or planning to apply to competitive undergraduate majors. Through a combination of online course modules and in-person meetings, this course will help undecided and competitive-major students engage in the academic and career decision-making process. Students will develop an Exploratory Action Plan to help them discover and declare a best-fit major that matches their interests, values, and academic skills. Course assignments will be customized to meet the student's needs and will include self-assessment inventories, reflective essays, and an action plan project. This course is offered primarily online but also requires students to attend two in-person meetings with the instructor during the term (in the third and eighth weeks of the course). Prerequisites: Because of the unique nature of this course, students are required to complete a pre-registration survey to determine if this course is a good fit. Priority will go to undecided students who have completed at least 15 academic credits.
Style: 20% Lecture, 80% Web Based.
Grading: 20% special projects, 70% reflection paper, 10% in-class presentation.

OUE 3051 Introduction to Peer Education
1 credit(s);
Instructor: Walters, Matthew
Description: This 1-credit course offered through the University of Minnesota's Office of Undergraduate Education introduces Peer Learning Consultants to the field of peer tutoring, including educational theories and research, informed practice, and social and political tensions. The intent is to enhance not only students' effectiveness as peer tutoring practitioners, but also their understanding of the academic field of peer education.

Ojibwe
19 Scott Hall

Ojib 1102 Beginning Ojibwe II
5 credit(s); 1101Credit will not be granted if credit has been received for: OJIB 4102;
Instructor: Jones, Dennis
Description: Student may contact the instructor or department for information.

Ojib 3104 Intermediate Ojibwe II
5 credit(s); 1102, 1102, 3103Credit will not be granted if credit has been received for: OJIB 4104;
Instructor: Fairbanks, Brendan George
Description: Student may contact the instructor or department for information.

Ojib 3127 Ojibwe Language for Teachers
A-F only, 3 credit(s);
Instructor: Jones, Dennis
Description: Student may contact the instructor or department for information.

Ojib 4102 Beginning Ojibwe II
3 credit(s); 1004 in another language or passing score on LPE or grad studentCredit will not be granted if credit has been received for: OJIB 1102;
Instructor: Jones, Dennis
Description: Student may contact the instructor or department for information.

Ojib 4104 Intermediate Ojibwe II
3 credit(s); 1102, 3102Credit will not be granted if credit has been received for: OJIB 3104;
Instructor: Fairbanks, Brendan George
Description: Student may contact the instructor or department for information.

Ojib 4109 Advanced Ojibwe Language II
A-F only, 3 credit(s);
Instructor: Fairbanks, Brendan George
Description: Student may contact the instructor or department for information.

Ojib 5109 Advanced Ojibwe Language II
A-F only, 3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Fairbanks,Brendan George  
Description: This class will focus on improving overall speaking skills, pronunciation, stress, intonation, and fluency through immersion. Therefore, this class will be delivered in the Ojibwe language. The use of English will usually be restricted to the explanation of difficult concepts. We will continue to focus on grammar patterns, sentence patterns, reduplication, mii-phrases, discourse markers, as well as the VTA paradigm.

### Oral Biology 15-209 MoosT

**OBio 8012 Basic Concepts in Skeletal Biology**  
A-F only, 2 credit(s);  
Instructor: Mansky,Kim  
Description: Student may contact the instructor or department for information.

**OBio 8023 Physical Biology of the Oral Cavity**  
A-F only, 2 credit(s);  
Instructor: DeLong,Ralph  
Description: Student may contact the instructor or department for information.

**OBio 8024 Genetics and Human Disease**  
1 credit(s);  
Instructor: Gopalakrishnan,Rajaram  
Description: Student may contact the instructor or department for information.

**OBio 8025 Topics in Cariology**  
A-F only, 2 credit(s);  
Instructor: Hildebrandt,Gary Howard  
Description: Student may contact the instructor or department for information.

**OBio 8030 Oral Biology Seminar**  
S-N only, 1 credit(s), max credits 10, 10 completions allowed;  
Instructor: Gopalakrishnan,Rajaram  
Description: Student may contact the instructor or department for information.

### Oral and Maxillofacial Surgery 7-174 MoosT

**OSur 5257 Ambulatory General Anesthesia for the Oral and Maxillofacial Surgeon**  
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Hughes,Pamela Jean  
Description: Student may contact the instructor or department for information.

**OSur 5276 Medicine Rotation for the Oral and Maxillofacial Surgeon**  
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Hughes,Pamela Jean  
Description: Student may contact the instructor or department for information.

**OSur 8250 Oral and Maxillofacial Surgery Rotation for the Oral and Maxillofacial Surgeon**  
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Hughes,Pamela Jean  
Description: Student may contact the instructor or department for information.

**OSur 8251 Oral and Maxillofacial Surgery Core Curriculum**  
S-N only, 0-2 credit(s), max credits 2, 1 completion allowed;  
Instructor: Hughes,Pamela Jean  
Description: Student may contact the instructor or department for information.

**OSur 8253 Case Presentations and Chief Conferences**  
S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;  
Instructor: Hughes,Pamela Jean
### OSur 8255 General Surgery Rotation for the Oral and Maxillofacial Surgeon
- **S-N only, 0-6 credit(s), max credits 6, 1 completion allowed**
- **Instructor:** Hughes, Pamela Jean
- **Description:** Student may contact the instructor or department for information.

### OSur 8256 Contemporary Anesthesia Literature Review
- **S-N only, 0-6 credit(s), max credits 6, 1 completion allowed**
- **Instructor:** Hughes, Pamela Jean
- **Description:** Student may contact the instructor or department for information.

### OSur 8260 Surgical Rounds for the Oral and Maxillofacial Surgeon
- **S-N only, 0-6 credit(s), max credits 6, 1 completion allowed**
- **Instructor:** Hughes, Pamela Jean
- **Description:** Student may contact the instructor or department for information.

### OSur 8262 Plastic Surgery Rotation for the Oral and Maxillofacial Surgeon
- **S-N only, 0-6 credit(s), max credits 6, 1 completion allowed**
- **Instructor:** Hughes, Pamela Jean
- **Description:** Student may contact the instructor or department for information.

### OSur 8267 Anesthesia Rotation for the Oral and Maxillofacial Surgeon
- **S-N only, 0-6 credit(s), max credits 6, 1 completion allowed**
- **Instructor:** Hughes, Pamela Jean
- **Description:** Student may contact the instructor or department for information.

### Organizational Leadership, Policy and Development 330 Wulling Hall

### OLPD 1301W Personal Leadership in the University
- **A-F only, 3 credit(s); Meets CLE req of Writing Intensive**
- **Instructor:** Darg, Jules
- **Description:** SECTION 6 of Personal Leadership in the University is a BLENDED course which meets for eight sessions every other week and the rest of the time online. The classroom meeting times are from 4:00 - 6:30 Mondays on 1/28, 2/11, 2/25, 3/11, 3/25, 4/8, 4/22, and 5/6 spring semester 2013. This 1xxx-level course introduces leadership through personal perspectives and frameworks where students examine their own and other classmates' views on leadership through a dynamic community of learners. Students will explore the differences between personal and positional leadership, and study characteristics of effective leadership, including leaders at the University of Minnesota and beyond. Students will also learn about leadership through the development of a social betterment project and the importance of personal development. OLPD 1301W also fulfills the 1xxx-level core course requirement for the Leadership Minor. **Style:** 50% Lecture, 50% Web Based. This class is entirely online.

### OLPD 1301W Personal Leadership in the University
- **A-F only, 3 credit(s); Meets CLE req of Writing Intensive**
- **Instructor:** Darg, Philip Lloyd
- **Description:** PLEASE NOTE DIFFERENCES IN THE FOLLOWING COURSE SECTIONS of OLPD 1301W: SECTION 5 with Patrick O'Leary and Jules Darg is a regular CLASSROOM course and will meet twice weekly on Tuesdays and Thursdays during fall semester. SECTION 12 with Cynthia Digby and Jules Darg is entirely ONLINE. SECTION 15 with Jules Darg is a BLENDED course (half classroom and half online). The seven (7) classroom sessions will meet on Mondays from 4:00 p.m. - 6:30 p.m. on the following dates: 9/10, 9/24, 10/08, 10/22, 11/05, 11/19, and 12/03. All three sections (5, 12, and 15) of this 1xxx-level course introduce leadership through personal perspectives and frameworks where students examine their own and other classmates' views on leadership through a dynamic community of learners. Students will explore the differences between personal and positional leadership, and study characteristics of effective leadership, including leaders at the University of Minnesota and beyond. Students will also learn about leadership through the development of a social betterment project and the importance of personal development. OLPD 1301W also fulfills the 1xxx-level core course requirement for the Leadership Minor. **Style:** 50% Lecture, 50% Web Based. This class is entirely online.

### OLPD 1301W Personal Leadership in the University
- **A-F only, 3 credit(s); Meets CLE req of Writing Intensive**
Instructor: Christopherson, Christen Ruth  
Description: This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.  
Style: 100% Web Based. Web-based work includes discussion forum and 2 student presentations.  
Grading: 50% reports/papers, 15% reflection paper, 10% in-class presentation, 25% class participation.

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Marshall, Scott Ethan  
Description: Student may contact the instructor or department for information.

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Soria, Krista Marie  
Description: Student may contact the instructor or department for information.

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Russell, Kathrine Anna  
Description: Student may contact the instructor or department for information.

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: McFadden, Colin Hamilton  
Description: Student may contact the instructor or department for information.

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Bergner, Rebecca Beatrice  
Description: Student may contact the instructor or department for information.

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Novack, Lisa Marie  
Description: This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Fredrickson, Brian Steven  
Description: This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Bartels, Christiane A  
Description: Student may contact the instructor or department for information.

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Marcy, Ben  
Description: This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.
OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Digby PhD, Cynthia LB  
Description: PLEASE NOTE DIFFERENCES IN THE FOLLOWING COURSE SECTIONS of OLPD 1301W: SECTION 5 with Patrick O'Leary and Jules Darg is a regular CLASSROOM course and will meet twice weekly on Tuesdays and Thursdays during fall semester. SECTION 12 with Cynthia Digby and Jules Darg is entirely ONLINE. SECTION 15 with Jules Darg is a BLENDED course (half classroom and half online). The seven (7) classroom sessions will meet on Mondays from 4:00 p.m. - 6:30 p.m. on the following dates: 9/10, 9/24, 10/08, 10/22, 11/05, 11/19, and 12/03. All three sections (5, 12, and 15) of this 1xxx-level course introduce leadership through personal perspectives and frameworks where students examine their own and other classmates' views on leadership through a dynamic community of learners. Students will explore the differences between personal and positional leadership, and study characteristics of effective leadership, including leaders at the University of Minnesota and beyond. Students will also learn about leadership through the development of a social betterment project and the importance of personal development. OLPD 1301W also fulfills the 1xxx-level core course requirement for the Leadership Minor.  
Style: 50% Lecture, 50% Web Based. This class is entirely online.

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Skrebes, Robyn Jane  
Description: Student may contact the instructor or department for information.

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Harris, Margaret McKenny  
Description: Student may contact the instructor or department for information.

OLPD 1301W Personal Leadership in the University  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Wiesner, Laura Marie  
Description: Student may contact the instructor or department for information.

OLPD 1302 Personal Leadership in the University  
A-F only, 3 credit(s); credit will not be granted if credit already received for: EdPA 1302 or EdPA 1301W Credit will not be granted if credit has been received for: PA 1961W;  
Instructor: Anderson, Orkideh M.  
Description: This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, examine aspects of identity and difference, learn about the differences between personal and positional leadership, and begin to explore concepts and skills relating to effective leadership and positive change. This course is reserved for BME and HRD majors. Work Load: 15 pages reading per week, 30 pages writing per term, 8 papers, 2 presentations.  
Style: 10% Lecture, 80% Discussion, 5% Small Group Activities, 5% Student Presentation.  
Grading: 10% reports/papers, 50% special projects, 10% attendance, 15% reflection paper, 15% class participation.

OLPD 1302 Personal Leadership in the University  
A-F only, 3 credit(s); credit will not be granted if credit already received for: EdPA 1302 or EdPA 1301W Credit will not be granted if credit has been received for: PA 1961W;  
Instructor: Omari, Abdul Majid  
Description: This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, examine aspects of identity and difference, learn about the differences between personal and positional leadership, and begin to explore concepts and skills relating to effective leadership and positive change. This course is reserved for BME and HRD majors. Work Load: 15 pages reading per week, 30 pages writing per term, 8 papers, 2 presentations.

OLPD 1302 Personal Leadership in the University  
A-F only, 3 credit(s); credit will not be granted if credit already received for: EdPA 1302 or EdPA 1301W Credit will not be granted if credit has been received for: PA 1961W;  
Instructor: Fitzgerald-Sisk, Meg  
Description: This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, examine aspects of identity
OLPD 1302 Personal Leadership in the University
A-F only, 3 credit(s);credit will not be granted if credit already received for: EdPA 1302 or EdPA 1301WCredit will not be granted if credit has been received for: PA 1961W;
Instructor: Campbell, Anne Crist
Description: This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, examine aspects of identity and difference, learn about the differences between personal and positional leadership, and begin to explore concepts and skills relating to effective leadership and positive change. This course is reserved for BME and HRD majors. Work Load: 15 pages reading per week, 30 pages writing per term, 8 papers, 2 presentations.
Style: 10% Lecture, 80% Discussion, 5% Small Group Activities, 5% Student Presentation.
Grading: 10% reports/papers, 50% special projects, 10% attendance, 15% reflection paper, 15% class participation.

OLPD 1909W Freshman Seminar: International Perspectives and Writing Intensive: Global Freshman Seminar: Understanding SE Asia
3 credit(s), max credits 6;Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Fry, Gerald Walton
Description: This course is part of the Freshman Global Seminar Program. An integral part of the course is a study tour to Southeast Asia during Spring Break, March 15-24. Half of the time will be spent in Luang Prabang, the ancient capital of Laos and the best preserved traditional city of Southeast Asia. Many of our Hmong diaspora and community have their ancestral roots in this mountainous part of Laos. We will visit both Hmong and Lao villages and have a trip up the Mekong River to visit an historic Buddhist cave. We will also have a mixer and baci ceremony with students from Suphanvong University. The latter part of the trip will be in Bangkok, one of the world's most vibrant cities, ranked for the past three years as the best city in the world to visit. As part of the Bangkok phase, we will visit the largest slum in Bangkok and have mixers with students from several Thai universities. We will also have a meeting with the "Condom King" and learn about the dynamic activities of his NGO. In both Luang Prabang and Bangkok students will have considerable free time to pursue their own special interests. A menu of many possible activities will be shared. The on-campus course, prior and after the trip, will focus on developing a deeper understanding of Southeast Asia, with a special focus on Laos and Thailand. The course is interdisciplinary in nature and there will be an emphasis on experiential and cooperative learning. We will critically review a number of films about the region and use other aspects of popular culture to develop a deeper understanding of the region. Among such films will be "Sabai Dee Luang Prabang" and "The Elephant Keeper". The course will have a strong comparative focus. Upon return from the field trip, considerable time will be spent reflecting on our experiences during the trip and implications for personal professional, educational, and career futures. There is no textbook for the course. Readings for the course will be on a Moodle site. The course counts toward the liberal education requirements (international and writing-intensive). Students will also be exposed to the basics of the Thai and Lao languages which are quite similar. The instructor, Gerald W. Fry, has lived in Southeast Asia for over 10 years and has been leading study tours there on a regular basis since 1993. He is fluent in both Thai and Lao. Many past participants in this Global Seminar in Laos and Thailand have found it to be a truly transformative experience.
Style: 10% Lecture, 15% Film/Video, 20% Discussion, 20% Student Presentation, 30% Field Trips, 5% Guest Speakers. Strong emphasis on experiential learning
Grading: 20% reports/papers, 10% attendance, 20% journal, 20% reflection paper, 20% in-class presentation, 10% class participation. Major writing will relate to reflections on the field trip to Southeast Asia.
Exam Format: No exams will be given.

OLPD 2811 Societies of the Future: Changing Work Contexts
A-F only, 3 credit(s);Meets CLE req of Technology and Society
Instructor: Harkins, Arthur M
Description: COURSE DESCRIPTION This course provides basic, personalized experiences with the evolution of technology, social contexts and work, with special emphasis on conditions likely to be encountered within the near future. The course repurposes fundamental liberal arts content as effective components of decision-making processes set in short, medium-, and long-range social and work trends and projections. In this course, students and instructors will consider a wide range of technologies, all the way from the basic American highway system to the latest developments in the Cloud. Throughout this consideration, students will be guided in the exploration and analysis of the implications and choices around development, adoption and use of these technologies. Of particular importance is the role of context, control, and ambiguity, and how these each influence our interactions and uses of technologies. Through course readings, in-class discussions, weekly reflection papers, and group projects, over the course of the semester, students will work towards the articulation of a more formal framework for the evaluation of technologies. Such a framework will center around critical questions that we will ask ourselves and each other in class and in writing. We will be looking at technology and particularly
OLPD 2811H Societies of the Future: Changing Work Contexts, Honors
A-F only, 3 credit(s); Meets CLE req of Technology and Society
Instructor: Harkins, Arthur M
Description: Student may contact the instructor or department for information.

OLPD 3202 Introduction to Strategies for Teaching Adults
A-F only, 3 credit(s);
Instructor: Park, Rosemarie J
Description: Best practice theories and practices of adult teaching and learning are the focus of this course. This course covers a variety of teaching and learning perspectives, learner and instructor styles, methods that align with the perspectives of teaching, applications of teaching in diverse settings, a site visit (student choice) to assess best practices when teaching adults, a micro-teaching (group or alone), and learners crafting a teaching philosophy. By the end of AdEd 3101 learners will be able to: - Create a comprehensive glossary for relevant course terms, theorists, and MN organizations focused on teaching or training adults. - Identify and compare teaching and learning strategies and distinguish best practice strategies for the perspectives. - Identify why you and other adults resist learning, and, recommend best practice strategies for addressing learning resistance. - Identify best practice suggestions for teaching in diverse settings, and apply these to modify international training games to reflect best practice suggestions. - Describe possible ethical issues with teaching and learning. - Assess and present on dominant teaching and learning perspectives and practices used during your site visit observation, and, recommend course design and delivery improvements for site visit instructor(s). - Apply best practice suggestions from the course to design and deliver 15 minutes of face-to-face, blended, or online instruction on topic of choice. - Formulate your teaching philosophy and best practice preferences for teaching others.
Style: 10% Lecture, 10% Film/Video, 40% Discussion, 10% Small Group Activities, 20% Student Presentation, 10% Field Trips. This course is taught half-in-class and half online.
Grading: 66% - Weekly Assignments, Discussion Postings and Class Participation (attendance) 11% - Teaching and Learning Case Study 11% - Micro Teaching Assignment (assignment + group evaluation) 12% - Ethics and Teaching Philosophy

OLPD 3202 Introduction to Strategies for Teaching Adults
A-F only, 3 credit(s);
Instructor: Digby PhD, Cynthia LB
Description: Best practice theories and practices of adult teaching and learning are the focus of this course. This course covers a variety of teaching and learning perspectives, learner and instructor styles, methods that align with the perspectives of teaching, applications of teaching in diverse settings, a site visit (student choice) to assess best practices when teaching adults, a micro-teaching (group or alone), and learners crafting a teaching philosophy. By the end of AdEd 3101 learners will be able to: - Create a comprehensive glossary for relevant course terms, theorists, and MN organizations focused on teaching or training adults. - Identify and compare teaching and learning strategies and distinguish best practice strategies for the perspectives. - Identify why you and other adults resist learning, and, recommend best practice strategies for addressing learning resistance. - Identify best practice suggestions for teaching in diverse settings, and apply these to modify international training games to reflect best practice suggestions. - Describe possible ethical issues with teaching and learning. - Assess and present on dominant teaching and learning perspectives and practices used during your site visit observation, and, recommend course design and delivery improvements for site visit instructor(s). - Apply best practice suggestions from the course to design and deliver 15 minutes of face-to-face, blended, or online instruction on topic of choice. - Formulate your teaching philosophy and best practice preferences for teaching others.
Style: 10% Lecture, 10% Film/Video, 40% Discussion, 10% Small Group Activities, 20% Student Presentation, 10% Field Trips. This course is taught half-in-class and half online.
Grading: 66% - Weekly Assignments, Discussion Postings and Class Participation (attendance) 11% - Teaching and Learning Case Study 11% - Micro Teaching Assignment (assignment + group evaluation) 12% - Ethics and Teaching Philosophy
OLPD 3302 Leadership, You, and Your Community
A-F only, 3 credit(s);[1301W or 1302 or PA 1961W or CFAN 1101 or CFAN 3480], grade of at least C credit will not be granted if credit already received for: EdPA 3302Credit will not be granted if credit has been received for: PA 3961; Instructor: Marcy, Ben
Description: This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine their own views of leadership and social change, learn about leadership theory and core concepts of Public Achievement, and apply knowledge to practice utilizing the Public Achievement model. Particular attention is given to group leadership and the effectiveness of groups and organizations accomplishing change. There are a few aspects to the content of this course which make it unique when compared to traditional collegiate and leadership instruction: As a method of examining leadership capacities within a social change movement, this class will utilize the history, current status, and stories about the issue of poverty as a context. As the theme for the course, many portions of the class content and discussion will explore the issue of poverty. This method is meant as an example of public leadership happening within the intricacies of a social movement and issue. Another major content component of this course is the Public Achievement model. A little less than half of the assigned class days will be dedicated to working within smaller groups (encompassing about 1/3 of the class in each) on a Public Achievement project. For these projects, each of the instructors, in addition to a teaching assistant, will be assigned as a coach for one Public Achievement group. More information about Public Achievement is available in the subsequent pages of this syllabus.
Style: 10% Lecture, 5% Film/Video, 20% Discussion, 50% Small Group Activities, 10% Student Presentation, 5% Guest Speakers. The major portion of this class is the Public Achievement process.
Grading: 20% final exam, 20% reports/papers, 5% quizzes, 5% attendance, 10% journal, 35% in-class presentation, 5% class participation.
Exam Format: Final exam is a take-home written essay.

OLPD 3302 Leadership, You, and Your Community
A-F only, 3 credit(s);[1301W or 1302 or PA 1961W or CFAN 1101 or CFAN 3480], grade of at least C credit will not be granted if credit already received for: EdPA 3302Credit will not be granted if credit has been received for: PA 3961; Instructor: Fink, Alexander J
Description: This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine their own views of leadership and social change, learn about leadership theory and core concepts of Public Achievement, and apply knowledge to practice utilizing the Public Achievement model. Particular attention is given to group leadership and the effectiveness of groups and organizations accomplishing change. There are a few aspects to the content of this course which make it unique when compared to traditional collegiate and leadership instruction: As a method of examining leadership capacities within a social change movement, this class will utilize the history, current status, and stories about the issue of poverty as a context. As the theme for the course, many portions of the class content and discussion will explore the issue of poverty. This method is meant as an example of public leadership happening within the intricacies of a social movement and issue. Another major content component of this course is the Public Achievement model. A little less than half of the assigned class days will be dedicated to working within smaller groups (encompassing about 1/3 of the class in each) on a Public Achievement project. For these projects, each of the instructors, in addition to a teaching assistant, will be assigned as a coach for one Public Achievement group. More information about Public Achievement is available in the subsequent pages of this syllabus.
Style: 10% Lecture, 5% Film/Video, 20% Discussion, 50% Small Group Activities, 10% Student Presentation, 5% Guest Speakers. The major portion of this class is the Public Achievement process.
Grading: 20% final exam, 20% reports/papers, 5% quizzes, 5% attendance, 10% journal, 35% in-class presentation, 5% class participation.
Exam Format: Final exam is a take-home written essay.

OLPD 3302 Leadership, You, and Your Community
A-F only, 3 credit(s);[1301W or 1302 or PA 1961W or CFAN 1101 or CFAN 3480], grade of at least C credit will not be granted if credit already received for: EdPA 3302Credit will not be granted if credit has been received for: PA 3961; Instructor: Hellstrom, David P
Description: Student may contact the instructor or department for information.

OLPD 3302 Leadership, You, and Your Community
A-F only, 3 credit(s);[1301W or 1302 or PA 1961W or CFAN 1101 or CFAN 3480], grade of at least C credit will not be granted if credit already received for: EdPA 3302Credit will not be granted if credit has been received for: PA 3961; Instructor: Hellstrom, David P
Description: Student may contact the instructor or department for information.

OLPD 3306 Leadership Minor: Field Experience
A-F only, 3 credit(s);3302 with grade of at least C credit will not be granted if credit already received for: EdPA 3402Credit will not be granted if credit has been received for: PA 3971;
Instructor: Ve Lure Roholt, Christine Elizabeth
Description: Student may contact the instructor or department for information.

OLPD 3306 Leadership Minor: Field Experience
A-F only, 3 credit(s); 3302 with grade of at least C credit will not be granted if credit already received for: EdPA 3402; Credit will not be granted if credit has been received for: PA 3971;
Instructor: Frazzini, Ronald Michael
Description: Student may contact the instructor or department for information.

OLPD 3306 Leadership Minor: Field Experience
A-F only, 3 credit(s); 3302 with grade of at least C credit will not be granted if credit already received for: EdPA 3402; Credit will not be granted if credit has been received for: PA 3971;
Instructor: Marcy, Ben
Description: Student may contact the instructor or department for information.

OLPD 3310 Special Topics for Undergraduates
1-3 credit(s), max credits 9, 9 completions allowed;
Instructor: STAFF
Description: Inquiry into educational policy and administration problems and issues. No special topic has yet been approved for Fall 2000.

OLPD 3318 Introduction to Project Management
3 credit(s);
Instructor: Plachecki, Frank John
Description: Student may contact the instructor or department for information.

OLPD 3336 Religion, Ethics, and Educational Policy
3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Osburn Jr, Robert H
Description: Most appropriate for students who have taken at least one year of coursework, the course examines the increasing complexity of religious life in America and disputes regarding the place of religion and religious practice in public life. These call for discernment in the classroom, as well as greater skill in understanding the historical and contemporary role of religious belief and expression in K-12 and higher education. Students will interact with community and religious leaders, consider legal and ethical issues in schooling, as well as issues of religion and science, values education, school prayer, students’ and educators’ rights and responsibilities with respect to religious expression, religion in the global educational context, and related topics. The course includes weekly guest presentations and dinner (once during the semester) at the course instructor’s home.
Style: 30% Lecture, 20% Discussion, 5% Small Group Activities, 5% Field Trips, 40% Guest Speakers.
Grading: 35% reports/papers, 25% quizzes, 25% reflection paper, 15% class participation.

OLPD 3401 Teaching Marketing Promotion
A-F only, 3 credit(s);
Instructor: Plachecki, Frank John
Description: Student may contact the instructor or department for information.

OLPD 3424 Sales Training
A-F only, 3 credit(s);
Instructor: Gaddey Jr, Roy Arthur
Description: The class will provide an introduction to the skills and characteristics needed to be successful in sales. The course will cover: * Developing a Personal Selling Philosophy * Developing a Relationship Strategy * Developing a Product Strategy * Developing a Customer Strategy * Developing a Presentation Strategy * Management of Self

OLPD 3461 Professional Sales Management
A-F only, 3 credit(s);
Instructor: Mueller, Wayne G
Description: Student may contact the instructor or department for information.

OLPD 3493 Directed Study: Business and Industry Education
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Plachecki, Frank John
Description: Student may contact the instructor or department for information.
OLPD 3601 Introduction to Human Resource Development
  A-F only, 3 credit(s);
  Instructor: Quast, Louis Neumann
  Description: This course provides an introduction to Human Resource Development (HRD) theories, principles, concepts, and practices. CLASS STRUCTURE: Class sessions include lectures, small and large discussion groups, and audio-visual materials. During class we will strive to clarify, supplement, and analyze text materials. We will learn much more from each other’s opinions, knowledge and experience, and active participation is a required part of this course. You will have a variety of sources, including assigned readings and other materials presented in class. COURSE OUTCOMES Upon completion of the course, students will be able to: 1) Describe the economic, psychological, cultural, and technological forces within which HRD functions; 2) Explain HRD as a discipline, a professional field of practice, and its history; 3) Discuss the theory and philosophy of HRD; 4) Contrast the alternative perspectives within HRD; 5) Describe the development of human expertise through personnel training and development; 6) Explain how organization development contributes to improved organizational effectiveness in the face of change, and; 7) Discuss the forces shaping human resource development in the 21st century (e.g., career development, strategic roles, accountability, globalization, and technology).

OLPD 3620 Introduction to Training and Development
  A-F only, 3 credit(s);
  Instructor: Novillo, Walter E.
  Description: Student may contact the instructor or department for information.

OLPD 3620 Introduction to Training and Development
  A-F only, 3 credit(s);
  Instructor: Hwang, Seog Joo
  Description: Student may contact the instructor or department for information.

OLPD 3640 Introduction to Organization Development
  A-F only, 3 credit(s);
  Instructor: De Georgeo, Michael R
  Description: Student may contact the instructor or department for information.

OLPD 3640 Introduction to Organization Development
  A-F only, 3 credit(s);
  Instructor: Noh, Jae Hang
  Description: Student may contact the instructor or department for information.

OLPD 3696 Profession and Practice of Human Resource Development
  A-F only, 2 credit(s);
  Instructor: Stuart, Jonathan David
  Description: Student may contact the instructor or department for information.

OLPD 3828 Diversity in the Workplace
  A-F only, 3 credit(s);
  Instructor: Pabon, Maria
  Description: Student may contact the instructor or department for information.

OLPD 4303W Leadership for Global Citizenship
  A-F only, 3 credit(s); Meets CLE req of Writing Intensive
  Instructor: Nobbe, June Elly
  Description: Student may contact the instructor or department for information.

OLPD 4303W Leadership for Global Citizenship
  A-F only, 3 credit(s); Meets CLE req of Writing Intensive
  Instructor: Asmundson, Aaron R
  Description: Student may contact the instructor or department for information.

OLPD 4401 E-Marketing
  A-F only, 3 credit(s);
  Instructor: Novillo, Walter E.
OLPD 4420 Practicum in Nonprofit Organizations
A-F only, 2 credit(s), max credits 4;
Instructor: Gaddey Jr, Roy Arthur
Description: Student may contact the instructor or department for information.

OLPD 4426 Strategic Customer Relationship Management
A-F only, 3 credit(s);
Instructor: Woldeab, Daniel
Description: Student may contact the instructor or department for information.

OLPD 4426 Strategic Customer Relationship Management
A-F only, 3 credit(s);
Instructor: Yawson, Robert Mayfield
Description: Student may contact the instructor or department for information.

OLPD 4496 Internship: Business and Marketing Education
S-N only, 1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Snyder, Lynn M.
Description: Student may contact the instructor or department for information.

OLPD 4696 Internship: Human Resource Development
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Snyder, Lynn M.
Description: Student may contact the instructor or department for information.

OLPD 4870 Introduction to Integrating Human Rights into Organizational Leadership
A-F only, 3 credit(s);
Instructor: Rudelius-Palmer, Kristi Lynn
Description: COURSE DESCRIPTION In the last few decades, some business organizations have increasingly embraced their responsibility to contribute to the promotion and protection of human rights, while others are still struggling with their moral and legal obligations. What are human rights and what do they mean for business professionals today? What policies and practices exist locally and internationally to integrate human rights into organizational leadership and management? How do we integrate human rights through human rights education, training, and organization culture? This course provides a foundation of knowledge about Human Rights and creates a forum to explore these issues. COURSE OBJECTIVES 1. Articulate and discuss major international human rights documents; 2. Identify and discuss elements of the Human Rights Management Framework; 3. Identify and research strategies, policies, practices, and norms related to integrating human rights into organizational leadership and management; 4. Understand the role and impact of businesses in the promotion and protection of human rights; 5. Analyze business-related human rights policies and strategies for promoting and protecting human rights in the workplace; 6. Apply Human Rights Education methods to facilitate discussions and training about human rights-friendly business practices; 7. Represent human rights and organizational leadership and management concepts creatively in a multi-media format.
Style: This is an online, web-based course, and all students are expected to have internet access and a basic understanding of computer use. Students are expected to check email at least once every 48 hours. More guidelines in class.
Grading: 22% reports/papers, 42% special projects, 36% class participation.

OLPD 5001 Formal Organizations in Education
3 credit(s);
Instructor: Anderson, Melissa S.
Description: This course presents four frameworks that can be used for understanding organizations, how they work, and how people in them behave. It then branches out to other organizational topics such as conflict, communication and leadership. The class sessions combine lectures and interactive exercises. Most people complete the course with greatly enhanced insight as to how organizations—especially schools, colleges, and universities—work. The course is geared toward graduate students.
Style: 25% Lecture, 50% Discussion. in-class projects
Grading: 20% final exam, 65% reports/papers, 15% class participation.
Exam Format: essay

OLPD 5044 Introduction to the Economics of Education
OLPD 5044 Introduction to the Economics of Education
3 credit(s); Instructor: Fry, Gerald Walton
Description: Costs and economic benefits of education, with a focus on K-12; educational markets, prices, and production relationships; investment and cost-benefit analysis.

OLPD 5061 Ethnographic Research Methods
3 credit(s); Instructor: Demerath, Peter
Description: Student may contact the instructor or department for information.

OLPD 5080 Special Topics: Educational Policy and Administration
3 credit(s), max credits 24, 24 completions allowed; Instructor: Stout PhD, Karen Evans
Description: Student may contact the instructor or department for information.

OLPD 5080 Special Topics: Educational Policy and Administration
1 credit(s), max credits 24, 24 completions allowed; Instructor: Stout PhD, Karen Evans
Description: Student may contact the instructor or department for information.

OLPD 5080 Special Topics: Educational Policy and Administration
3 credit(s), max credits 24, 24 completions allowed; Instructor: Krueger, Richard A
Description: Student may contact the instructor or department for information.

OLPD 5080 Special Topics: Educational Policy and Administration: Equity in Higher Education: Gender and Sexuality
3 credit(s), max credits 24, 24 completions allowed; Instructor: Reis, Michael Egidius Oscar
Description: This course examines the ways gender and sexuality influence the experience of higher education and provides an introduction to useful feminist frameworks for the study of higher education. Gender disparities, institutionalized inequities, campus climates, the influence of gender and sexuality on leadership and governance will be explored. An emphasis will be placed on exploring the lived experience of women and gay, lesbian, bisexual and transgender people in higher education. This course will draw from feminist theory, masculinity studies, and queer theory. Discussions be framed using an intersectional lens that considers race, ethnicity, socio-economic status, ability and other social identities, in addition to gender and sexuality.

OLPD 5095 Problems: Educational Policy and Administration
1-3 credit(s), max credits 24, 24 completions allowed; Instructor: STAFF
Description: Course or independent study on specific topic within department program emphasis.

OLPD 5096 Internship: Educational Policy and Administration
1-9 credit(s), max credits 24, 24 completions allowed; Instructor: STAFF
Description: Internship in elementary, secondary, general, or postsecondary administration, or other approved field-related setting.

OLPD 5121 Educational Reform in International Context
3 credit(s); Instructor: Chapman, David W
Description: Critical policy analysis of educational innovation and reform in selected countries. Uses theoretical perspectives and a variety of policy analysis approaches to examine actual educational reforms and their implementation.

OLPD 5124 Critical Issues in International Education and Educational Exchange
OLPD 5128 Anthropology of Education
3 credit(s); credit will not be granted if credit already received for: EdPA 5128, ANTH 5128.
Instructor: Demerath, Peter
Description: Student may contact the instructor or department for information.

OLPD 5201 Strategies for Teaching Adults
A-F only, 3 credit(s);
Instructor: Park, Rosemarie J
Description: Student may contact the instructor or department for information.

OLPD 5204 Designing the Adult Education Program
A-F only, 3 credit(s);
Instructor: Twohig, Catherine Carol
Description: Student may contact the instructor or department for information.

OLPD 5211 Introduction to the Undereducated Adult
A-F only, 1 credit(s);
Instructor: Digby PhD, Cynthia LB
Description: This course focuses on issues of adult literacy, and best practices when teaching adult basic education, and-or adult English Language Learners in the workplace or in your community. We will briefly consider: who the undereducated adults are in our society, what literacy means, what the statistics indicate about poverty and education, what the statistics indicate about lower levels of literacy and the work prospects for adults who have lower levels of literacy, adult basic education and adult English Language Learning options in Minnesota, and best practices when teaching adult basic education and adult English Language Learning.
Style: 100% Web Based.
Grading: 75% - Weekly Assignments, Discussion Postings and Responses to others, and Wiki Assignment Posting and Editing 25% - Final/Site Visit Assignment

OLPD 5225 Informal Assessment of Adult Literacy
A-F only, 1 credit(s);
Instructor: Digby PhD, Cynthia LB
Description: Student may contact the instructor or department for information.

OLPD 5235 Methods of Teaching Advanced Adult Literacy
A-F only, 1 credit(s);
Instructor: El-radi, Reem D
Description: Student may contact the instructor or department for information.

OLPD 5296 Field Experience in Adult Education
S-N only, 3-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Twohig, Catherine Carol
Description: Student may contact the instructor or department for information.

OLPD 5310 Data-Driven Decision Making I
1 credit(s);
Instructor: Nielsen, Kristine Bryan
Description: Student may contact the instructor or department for information.
OLPD 5323 Women in Leadership  
3 credit(s);  
Instructor: Brunner, C Cryss  
Description: Provides opportunities for male and female students to consider, learn about, explore, examine, research, think about, and discuss the topic of women in leadership within the context of larger systems and their own lives. Designed to advance the greater aims of supporting equity and equality across all areas of difference.

OLPD 5324 Strategic Financial Planning and Policy for Educational Leaders  
3 credit(s);  
Instructor: Alexander, Nicola  
Description: Provides an overview of state-local school finance systems, budgeting, governmental fund accounting, and interpretation of financial information. For graduate students pursuing licensure as elementary-secondary principals and superintendents.

OLPD 5348 Leaders of Human Resources Administration  
3 credit(s);  
Instructor: Lovett, Michael James  
Description: Student may contact the instructor or department for information.

OLPD 5356 Disability Policy and Services  
3 credit(s);  
Instructor: Hewitt, Amy S  
Description: Student may contact the instructor or department for information.

OLPD 5361 Project in Teacher Leadership  
S-N only, 3 credit(s), max credits 6, 1 completion allowed; MEd student in Teacher Leadership Program credit will not be granted if credit already received for: EdPA 5361 Credit will not be granted if credit has been received for: CI 5178;  
Instructor: Brunner, C Cryss  
Description: Student may contact the instructor or department for information.

OLPD 5368 Leadership for Special Education Services  
3 credit(s);  
Instructor: Sonenblum, Christine W  
Description: Class Description: Overview of special services administration including curriculum and instruction, finance, personnel and, legislative, procedural, executive, and judicial actions that affect the management and administration of services to children with special needs and their families within public education. For administrators, supervisors, and other professionals responsible for providing leadership in general and special education programs.  
Style: 30% Lecture, 3% Film/Video, 20% Discussion, 20% Small Group Activities, 15% Student Presentation, 2% Guest Speakers, 10% Web Based.

OLPD 5385 Licensure Seminar: Program Policies and Inclusionary Leadership  
S-N only, 1 credit(s);  
Instructor: Taipale, Lyle Eugene  
Description: Student may contact the instructor or department for information.

OLPD 5386 Leadership Portfolio Seminar  
S-N only, 1 credit(s);  
Instructor: Latimer, Sally  
Description: Student may contact the instructor or department for information.

OLPD 5387 Leadership for Teaching and Learning  
2 credit(s);  
Instructor: Brunner, C Cryss  
Description: Student may contact the instructor or department for information.

OLPD 5389 Community Education Leadership  
3 credit(s);  
Instructor: Latimer, Sally  
Description: Philosophy/administration of community/alternative education programs. Competencies of leadership,
community relations, communication, community assessment, program development, program evaluation. This class meets once on campus and the remaining classes are on-line. Two on-line classes are in real time.

OLPD 5396 Field Experience in PK-12 Administration: Authentic Practice in Leadership  
S-N only, 3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Scearcy,Lynn R  
Description: Student may contact the instructor or department for information.

OLPD 5501 Principles and Methods of Evaluation  
3 credit(s); credit will not be granted if credit already received for: EdPA 5501 Credit will not be granted if credit has been received for: EPSY 5243;  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

OLPD 5524 Evaluation Colloquium  
S-N only, 1 credit(s), max credits 24, 24 completions allowed; [5501 or EdPA], [5501 or EPSY 5243] credit will not be granted if credit already received for: EdPA 5524 Credit will not be granted if credit has been received for: EPSY 5246;  
Instructor: STAFF  
Description: Informal seminar of faculty and advanced students interested in the issues and problems of program evaluation.

OLPD 5528 Focus Group Interviewing Research Methods  
3 credit(s);  
Instructor: Krueger,Richard A  
Description: Students will develop skills needed to conduct focus group interviews which involve learning and practicing techniques that result in successful focus groups. Students will be expected to conduct a focus group study and report results for the final class session. Attention is placed on using focus groups in interpretative environments suitable for academic research, or as mixed-method applied research in areas such as health, medical, educational, governmental and non-profit environments.

OLPD 5601 Foundations of Human Resource Development  
1 credit(s);  
Instructor: Oh,Jeong Rok  
Description: Student may contact the instructor or department for information.

OLPD 5605 Strategic Planning through Human Resources  
A-F only, 3 credit(s);  
Instructor: Peterson,Shari L  
Description: This course explores the strategic nature of organizations and how HRD can achieve their goals which must be aligned with those of the organization. Strategic planning is viewed holistically and framed within the context of systems thinking. The focus is on identifying ways that HRD senior managers can become strategic and maintain that status so as to be recognized as a strategic player in the organization. Course Objectives During this course, students will have an opportunity, through participation in discussion and through individual and group activity to engage in critical thinking in order to: 1. Identify and describe the strategic role of human resource development. 2. Identify objectives and strategies for getting HRD to the strategic planning table. 3. Understand the business goals of an organization and how HRD initiatives contribute to achieving those goals. 4. Explain the relationship between organizational core competencies and competitive advantage, and how these constructs are related to HRD initiatives. 5. Analyze organizational missions and identify relevant HRD contributions. 6. Identify strategies for achieving high-level performance from human resources. 7. Understand the strategic nature of financial accountability for HRD. 8. Enhance writing and critical thinking skills.

OLPD 5607 Organization Development  
A-F only, 3 credit(s);  
Instructor: Christesen,David Allen  
Description: This course provides an overview of organization development theories and practices. Organizational Development (OD) is a conscious, planned process of developing an organization's capabilities so that it can attain and sustain an optimum level of performance as measured by efficiency, effectiveness, and health. Through the process of OD, we attempt to bring about successful change efforts in individual employees, groups and teams, inter-groups, and organizations. At any of these levels of analysis, when we use the process of OD we are essentially asking: -Where are we? -Where do we want to be? -How do we get from where we are to where we want to be? To achieve a competitive advantage globally, contemporary organizations are in a continuous state of change. Within such a complex system as an organization, change has a rippling effect. For instance, technological innovation is not limited to hardware and software. It
has an impact, sometimes quite dramatic, economically, politically, socially, legally, organizationally, and even personally. Given the magnitude of change taking place at the beginning of the 21st century, it is important for HR, OB, and Evaluation professionals to examine the theories and models, and methods and processes related to organizational change. In this course, we will focus on those methods, interventions, models, and processes specifically related to diagnosing and planning for organizational change.

OLPD 5610 Survey of Research Methods and Emerging Research in Human Resource Development
A-F only, 3 credit(s);
Instructor: Brown PhD, James M
Description: Student may contact the instructor or department for information.

OLPD 5611 Facilitation and Meeting Skills
1 credit(s);
Instructor: Oh, Jeong Rok
Description: Student may contact the instructor or department for information.

OLPD 5612 International Human Resource Development
3 credit(s);
Instructor: Ardichvili, Alexandre A
Description: Student may contact the instructor or department for information.

OLPD 5615 Training and Development of Human Resources
A-F only, 3 credit(s);
Instructor: Christesen, David Allen
Description: Student may contact the instructor or department for information.

OLPD 5619 Planning and Decision-Making Skills
1 credit(s);
Instructor: Oh, Jeong Rok
Description: Student may contact the instructor or department for information.

OLPD 5696 Internship: Human Resource Development
S-N only, 1-10 credit(s), max credits 10, 1 completion allowed;
Instructor: Twohig, Catherine Carol
Description: Student may contact the instructor or department for information.

OLPD 5696 Internship: Human Resource Development
S-N only, 1-10 credit(s), max credits 10, 1 completion allowed;
Instructor: Peterson, Shari L
Description: Student may contact the instructor or department for information.

OLPD 5704 College Students Today
3 credit(s); credit will not be granted if credit already received for: EdPA 5704
Credit will not be granted if credit has been received for: EPSY 5451;
Instructor: Gupton, Jarrett Temple
Description: Student may contact the instructor or department for information.

OLPD 5709 Critical Issues in Higher Education
A-F only, 3 credit(s);
Instructor: Gupton, Jarrett Temple
Description: Student may contact the instructor or department for information.

OLPD 5734 Institutional Research in Postsecondary Education
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Goldfine, Leonard S
Description: Student may contact the instructor or department for information.

OLPD 5819 Evaluating and Using Research in Organizations and Education
A-F only, 3 credit(s);
Instructor: Twohig, Catherine Carol
OLPD 5822 Work-Based Learning Practices  
3 credit(s);  
Instructor: Brown PhD, James M  
Description: Student may contact the instructor or department for information.

OLPD 5823 Work-Based Learning Policies  
2 credit(s);  
Instructor: Brown PhD, James M  
Description: Student may contact the instructor or department for information.

OLPD 5893 Directed Study in WHRE  
1-4 credit(s), max credits 4, 4 completions allowed;  
Instructor: Twohig, Catherine Carol  
Description: Student may contact the instructor or department for information.

OLPD 6402 Integrative Leadership Seminar  
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: MGMT 6402;  
Instructor: Quast, Louis Neumann  
Description: Student may contact the instructor or department for information.

OLPD 8015 Research Design and Educational Policy  
A-F only, 3 credit(s);  
Instructor: Goh PhD, Michael P.  
Description: Student may contact the instructor or department for information.

OLPD 8020 Leadership: From Theory to Reflective Practice  
A-F only, 3 credit(s);  
Instructor: Seashore, Karen Rose  
Description: Student may contact the instructor or department for information.

OLPD 8087 Seminar: Educational Policy and Administration  
1-3 credit(s), max credits 24, 24 completions allowed;  
Instructor: Chapman, David W  
Description: Student may contact the instructor or department for information.

OLPD 8095 Problems: Educational Policy and Administration  
1 credit(s), max credits 24, 24 completions allowed;  
Instructor: Goh PhD, Michael P.  
Description: Student may contact the instructor or department for information.

OLPD 8103 Comparative Education  
A-F only, 3 credit(s);  
Instructor: Vavrus, Frances  
Description: Student may contact the instructor or department for information.

OLPD 8121 Doctoral Seminar: Comparative and International Development Education  
S-N only, 1-6 credit(s), max credits 6, 4 completions allowed;  
Instructor: Shirazi, Roozbeh  
Description: Student may contact the instructor or department for information.

OLPD 8502 Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives  
3 credit(s);
Instructor: Yeh, Stuart S
Description: EdPA 8502 is an intermediate-level seminar course focusing on analysis of problems and issues in evaluation. The course text is a set of key articles by major figures in the field of evaluation. The course begins with an examination of a basic problem facing evaluators: the difficulty of conducting valid evaluations of complex social and educational programs and policies. Each evaluation approach is then examined as a response to this problem of complexity.
Style: 30% Lecture, 70% Discussion.
Grading: 50% term paper, 10% class participation, 40% group papers

OLPD 8595 Evaluation Problems
1-6 credit(s), max credits 24, 24 completions allowed; [5501 or EDPA 5501 or EPSY 5243], instr consent credit will not be granted if credit already received for: EdPA 8595. Credit will not be granted if credit has been received for: EPSY 8295;
Instructor: King, Jean A.
Description: Student may contact the instructor or department for information.

OLPD 8596 Evaluation Internship
1-9 credit(s), max credits 24, 24 completions allowed;
Instructor: Yeh, Stuart S
Description: Student may contact the instructor or department for information.

OLPD 8702 Administration and Leadership in Higher Education
3 credit(s);
Instructor: Weerts, David J
Description: Student may contact the instructor or department for information.

OLPD 8812 Quantitative Research in Education
3 credit(s);
Instructor: Upadhyay, Bhaskar
Description: Student may contact the instructor or department for information.

OLPD 8842 Comparative Systems in Work and Human Resource Education
3 credit(s);
Instructor: Ardichvili, Alexandre A
Description: This is a required course for doctoral students in HRDWE programs. The course examines and compares country systems of skill formation intended to enable people to perform work and community roles. The unit of analysis is a country. Examples are taken from a broad range of countries that differ on variables such as culture and stage of socio-economic development. The term “systems” in this course refers to institutional mechanisms (such as Extension, Apprenticeship, Vocational Education, Community-based Adult Basic Education, or Workplace-based training and development) that provide people with skills, knowledge and attitudes needed for work and community life.

Orthodontics 15-209 MoosT

Otho 7103 Growth & Development
A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Beyer, John Paul
Description: Student may contact the instructor or department for information.

Otho 7113 Diagnosis & Treatment Planning
A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Vayda, Patricia Macchiarul
Description: Student may contact the instructor or department for information.

Otho 7203 Clinical Orthodontics
A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Beyer, John Paul
Description: Student may contact the instructor or department for information.

Otho 8123 Orthodontic Seminar
A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Pliska DDS,MS,Benjamin T
Description: Student may contact the instructor or department for information.

Otho 8133 Topics in Orthodontics
A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Ekim,Suzan
Description: Student may contact the instructor or department for information.

Otho 8143 Research in Orthodontics
A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;
Instructor: Miller DDS,MS,James Robert
Description: Student may contact the instructor or department for information.

Otolaryngology 8-240 PWB (Mayo Mail Code 396)

Otol 5993 Directed Studies
1-12 credit(s), max credits 24, 4 completions allowed;
Instructor: Odland,Rick Mathew
Description: Student may contact the instructor or department for information.

Otol 8239 Otoneurology
1-2 credit(s), max credits 12, 12 completions allowed;
Instructor: Anderson,John Harold
Description: Student may contact the instructor or department for information.

Otol 8244 Seminar: Current Literature
1 credit(s);
Instructor: Anderson,John Harold
Description: Student may contact the instructor or department for information.

Otol 8248 Directed Readings in Auditory Physiology
1-2 credit(s), max credits 2, 1 completion allowed; instr consent Credit will not be granted if credit has been received for: NSC 8248;
Instructor: Anderson,John Harold
Description: Student may contact the instructor or department for information.

Otol 8250 Advanced Biochemistry of the Auditory System
1 credit(s);
Instructor: Juhn,Steven Sung-Kyun
Description: Student may contact the instructor or department for information.

Pediatric Dentistry 6-150 MoosT

PDen 7000 Directed Research in Pediatric Dentistry
S-N only, 1 credit(s), max credits 2;
Instructor: Jones,Robert S
Description: Student may contact the instructor or department for information.

PDen 8010 Pediatric Dentistry Diagnosis and Treatment Planning
S-N only, 1 credit(s), max credits 5, 5 completions allowed;
Instructor: Beiraghi,Soraya
Description: Student may contact the instructor or department for information.

PDen 8100 Hospital Pediatric Dentistry
S-N only, 1 credit(s);
Instructor: Grothe,Ronald
Description: Student may contact the instructor or department for information.
PDen 8100 Hospital Pediatric Dentistry
S-N only, 1 credit(s);
Instructor: Beiraghi, Soraya
Description: Student may contact the instructor or department for information.

PDen 8110 Pediatric Dentistry Outreach Experiences
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Karp, Jeffrey Michael
Description: Student may contact the instructor or department for information.

Pediatrics 13-118 PWB (Box 391 UMHC)

Ped 6121 Conflict, Anger, Aggression, Violence
A-F only, 2 credit(s);
Instructor: Potegal, Michael
Description: Student may contact the instructor or department for information.

Pharmaceutics 9-177 Weaver-Densford Hall

Phm 8100 Seminar: Pharmaceutics
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Wiedmann, Timothy Scott
Description: Student may contact the instructor or department for information.

Phm 8110 Readings in Pharmaceutics
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Wiedmann, Timothy Scott
Description: Student may contact the instructor or department for information.

Phm 8120 Readings in Central Nervous System (CNS) Drug Delivery
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Fairbanks, Carolyn Ann
Description: Student may contact the instructor or department for information.

Phm 8150 Pharmacokinetics Research Seminar
S-N only, 1 credit(s), max credits 12, 12 completions allowed; Grad Phm major Credit will not be granted if credit has been received for: PHAR 6223;
Instructor: Elmquist, William Frederick
Description: Student may contact the instructor or department for information.

Phm 8431 Controlled Drug and Gene Delivery: Materials, Mechanisms, and Models
A-F only, 4 credit(s); Differential equations course including introduction to partial differential equations or instructor consent Credit will not be granted if credit has been received for: BMEN 8431;
Instructor: Siegel, Ronald Alan
Description: Student may contact the instructor or department for information.

Pharmacology 6-120 Jackson Hall

Phcl 3100 Pharmacology for Pre-Med and Life Science Students
A-F only, 2 credit(s);
Instructor: Wei, Li-Na
Description: This introductory course in modern pharmacology is suitable for students interested in clinical medicine, biological science research, pharmaceutical industry and development of modern therapeutic agents -- or those just wanting a taste of how drugs work. The emphasis will be on the big picture of "therapeutic drugs" in general, and to prepare students for future success in modern medicine, research, industry, or matriculation to health science programs. This course covers different drug categories for major organ systems including the nervous systems, the cardiovascular system, and the endocrine/reproductive systems, as well as drugs for conditions like cancers and infectious and inflammatory diseases. The course will also briefly introduce concepts in modern drug design such as gene and cell therapy and application of pharmacogenomics. Optional Textbook: "Pharmacology Condensed, 2nd Edition", Dale and
Phcl 4003 Anti-infective drugs: Drugs that kill invaders  
A-F only, 2 credit(s);  
Instructor: Hiasa, Hiroshi  
Description: Principles/mechanisms of anti-infective drugs, and treatments of infectious diseases.

Phcl 4010 Current Research Topics in Pharmacology  
A-F only, 1 credit(s), max credits 2;  
Instructor: Hiasa, Hiroshi  
Description: The goal of this course is to expose students to a variety of cutting-edge research projects in Pharmacology. The course consists of research seminars, discussion sessions, literature-based projects, and oral presentations. Students will learn how to study a research project/literature and give a scientific presentation.

Phcl 4993 Directed Studies  
S-N only, 1-3 credit(s), max credits 6;  
Instructor: Wei, Li-Na  
Description:

Phcl 4994 Directed Research  
S-N only, 1-3 credit(s), max credits 12, 4 completions allowed;  
Instructor: Wei, Li-Na  
Description:

Phcl 5109 Problems in Pharmacology  
1-18 credit(s), max credits 18, 1 completion allowed;  
Instructor: Loh, Horace H  
Description: Research projects and special problems by arrangement.

Phcl 5111 Pharmacogenomics  
A-F only, 3 credit(s);  
Instructor: Campbell, Colin R  
Description: Student may contact the instructor or department for information.

Phcl 5212 Pharmacology  
A-F only, 3 credit(s);  
Instructor: Thayer, Stanley A  
Description: Student may contact the instructor or department for information.

Phcl 5462 Neuroscience Principles of Drug Abuse  
2 credit(s); instr consent  
Credit will not be granted if credit has been received for: NSC 5462;  
Instructor: Seybold PhD, Virginia S  
Description: Current research on drugs of abuse, their mechanisms of action, characteristics shared by various agents, and neural systems affected by them. Offered biennially, spring semester of odd-numbered years. No more than 9 undergraduates will be allowed to register for the course in any given semester.

Phcl 8100 Laboratory Research in Pharmacology  
S-N only, 4 credit(s), max credits 8;  
Instructor: Campbell, Colin R  
Description: Student may contact the instructor or department for information.

Phcl 8209 Substance Abuse at the Bedside  
S-N only, 1 credit(s);  
Instructor: Bart, Gavin Bryce  
Description: Student may contact the instructor or department for information.

Phcl 8209 Substance Abuse at the Bedside  
S-N only, 1 credit(s);  
Instructor: Roy, Sabita
Phcl 8211 Advanced Medical Pharmacology I
A-F only, 5 credit(s);
Instructor: Campbell, Colin R
Description: This course is of hybrid design, with an online independent learning component coupled to an in-class interactive discussion/student participation component. The former segment will require students to view online archived lectures delivered by pharmacology faculty to UMN medical students. The focus of these lectures is on the pharmacology of currently utilized therapeutic agents. Student performance will be evaluated through secure multiple-choice question examinations. The latter section of the course is comprised of an interactive series of in class discussion periods focused around assigned readings from the current literature. Evaluation of student performance of this portion of the course will be based on multiple assessment tools including: class participation, written homework assignments, oral examinations, formal class presentations, and others. Students will receive a single grade that reflects the average performance on the on-line and in-class components of the course, appropriately weighted to reflect the amount of material covered.

Phcl 8320 Readings in Neurobiology
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Fairbanks, Carolyn Ann
Description: Student may contact the instructor or department for information.

Pharmacy  5-110 Weaver-Densford Hall

Phar 1001 Orientation to Pharmacy
2 credit(s);
Instructor: Kasper, Erin Anne
Description: This is not a self-study course. While it is completely online, there are deadlines for assignments and assessments throughout the semester. No late registrations will be accepted. This course is designed for students seeking an overview of the profession of pharmacy, including the pharmaceutical care practice model, various pharmacy settings, pharmacy education and current opportunities and challenges within the profession. Students use LMS to view audio-narrated presentations and download handout materials (also available for purchase). Course information is sent to the U of M email addresses of registered students shortly before, and/or on, the first day of classes each Fall, Spring, and Summer term. For more information, contact phar1001@umn.edu or 612-624-7976.

Phar 1002 Health Sciences Terminology
2 credit(s);
Instructor: Lichtblau PhD, Leonard
Description: Interested in learning the difference between an antigen and an antibiotic? During this course, you'll not only increase your medical vocabulary by more than 2500 words in a self-paced manner, you will also learn to identify and articulately describe a wide variety of medical conditions and processes. The many means of communicating medically-relevant disease states, procedures, and diagnostics in health care can sometimes seem like another language. This course will help you recognize medical abbreviations, understand surgical procedures and comprehend the meaning of medical terminology by analyzing words at their roots. If you are interested in the healthcare fields or would like to understand more about your own medical care, we encourage you to learn more in this course. Instructor: Leonard Lichtblau

Phar 1003 Non-Prescription Medications and Self-Care: Treating Minor Conditions
2 credit(s);
Instructor: Morgan, Jenifer L
Description: Student may contact the instructor or department for information.

Phar 1004 Common Prescription Drugs and Diseases
2 credit(s);
Instructor: Carlson PharmD, Dawn L
Description: Student may contact the instructor or department for information.

Phar 1005 Introduction to Drug Therapies of Addiction: Medicine or Menace?
2 credit(s);
Instructor: Lichtblau PhD, Leonard
Description: This course provides students with the opportunity to explore the drug therapies of addiction, the harmful nature of drug addiction, medications associated with addictive properties, and mechanisms that help curb addiction to medications. Topics include drug regulation, drug therapy strategies used to treat pain, and how the concepts of tolerance,
physical dependence, and addiction influence care. Mechanism of action of various illicit and prescription medications which are commonly misused will also be covered. Students will be exposed to current issues and discussion topics that surround drug addiction and learn to describe the physiological and pharmacological nature of drug addiction.

**Style:** 100% Web Based.

**Grading:** 12% reports/papers, 87% additional semester exams.

**Exam Format:** There are 4 online, timed exams which have multiple-choice and true/false questions. Exam 4 contains a written portion (paper) in addition to multiple choice and true/false questions.

**Phar 1006 Orientation to Health Literacy and Communication**
- **A-F only, 2 credit(s);**
- **Instructor:** Lowry, Ann E.
- **Description:** This course addresses the issues associated with health literacy and uncovers the many dimensions associated with misunderstandings that occur in health-related communication. Students will gain a better understanding of the ways in which health literacy can be improved and the steps individual health care professionals can take to ensure that patients have a better understanding of their health-related issues and treatments. Knowledge of medical terminology is helpful.

**Phar 3206 Issues in Health Literacy and Communication**
- **A-F only, 3 credit(s); knowledge of medical terminology recommended**
- **The Twin Cities online Phar 3206 and 5206 are equivalent to the online Duluth Phar 3206 and 5206 and credit will not be granted if credit has been received for more than one instance of the courses.**
- **Credit will not be granted if credit has been received for: PHAR 5206;**
- **Instructor:** Lowry, Ann E.
- **Description:** Student may contact the instructor or department for information.

**Phar 3601 Basic Human Physiology for the Health Professions**
- **A-F only, 3 credit(s);**
- **Instructor:** Lichtblau, Leonard
- **Description:** This course is entirely online and is designed for pre-health professional students to prepare for more in depth courses. Normal functions (physiology) of the major human organ systems and diseases (pathophysiology) in those systems. There is a simulated lab component to this course.
- **Style:** 83% Lecture, 17% Laboratory. There are five (5) required exams worth 50 points each which are timed and administered online through the LMS. Students have 75 minutes to complete each exam and must complete each exam during a 2-day window.
- **Grading:** 83% quizzes, 17% laboratory evaluation.
- **Exam Format:** Multiple choice and true/false

**Phar 3700 Fundamentals of Pharmacotherapy**
- **A-F only, 3 credit(s);**
- **Instructor:** Morgan, Jennifer L
- **Description:** This online course provides nursing and respiratory care students with a general understanding of drug therapy and its implications in patient care. Topics include medication safety, administration, and monitoring. For more information, contact phar3800@umn.edu or 612-626-5418.
- **Grading:** 25% mid exam, 25% final exam, 50% quizzes.
- **Exam Format:** Multiple choice

**Phar 3800 Pharmacotherapy for the Health Professions**
- **A-F only, 3 credit(s);**
- **Instructor:** Lounsbery, Jody Leigh
- **Description:** This course addresses the issues associated with health literacy and uncovers the many dimensions associated with misunderstandings that occur in health-related communication. Students will gain a better understanding of the ways in which health literacy can be improved and the steps individual health care professionals can take to ensure that patients have a better understanding of their health-related issues and treatments. Knowledge of medical terminology is helpful.

**Phar 4200W Drugs and the U.S. Health Care System**
- **A-F only, 3 credit(s);**
- **Instructor:** Lee PharmD, Bernard Ryan
- **Description:** This course introduces students to the various roles of medications within the healthcare system and fulfills a writing intensive requirement. Medication development, regulation, and distribution in the US are explored, along with the business, political, and legal/ethical issues involved. Through weekly reading and writing assignments, participants develop contextual and substantiate their own stances on issues. Requirements include short writing assignments (finished writing in the form of postings to a discussion board) each week, self-reflections, and a Final Project allowing exploration of issues of interest to you. For more information, contact phar4200@umn.edu or 612-626-5418.
Phar 5200 Drugs and the U.S. Health Care System
A-F only, 3 credit(s); grad or professional student
Credit will not be granted if credit has been received for: PHAR 4200W;
Instructor: Lee PharmD, Bernard Ryan
Description: This online course prepares students to be informed and responsible participants in debates related to medications within the U.S. healthcare system. Medication development, regulation and distribution in the US are explored, along with the business, political and legal/ethical issues involved. Through weekly reading and writing assignments, participants identify and substantiate their own stances on issues. Requirements include short writing assignments (finished writing in the form of postings to a discussion board) each week, self-reflections, and a Final Project, allowing exploration of issues of interest to you. For more information, contact phar4200@umn.edu or 612-626-5418.

Phar 5201 Applied Health Sciences Terminology
2 credit(s);
Instructor: Lichtblau PhD, Leonard
Description: Student may contact the instructor or department for information.

Phar 5205 Obesity: More than Just a Prescription
A-F only, 2 credit(s);
Instructor: Benson, Anna Rebecca
Description: Student may contact the instructor or department for information.

Phar 5206 Applied Health Literacy and Communication
A-F only, 3 credit(s); Knowledge of medical terminology recommended
The Twin Cities online Phar 3206 and 5206 are equivalent to the online Duluth Phar 3206 and 5206 and credit will not be granted if credit has been received for more than one instance of the courses.
Credit will not be granted if credit has been received for: PHAR 3206;
Instructor: Lowry, Ann E.
Description: This course addresses the issues associated with health literacy and uncovers the many dimensions associated with misunderstandings that occur in health-related communication. Students will gain a better understanding of the ways in which health literacy can be improved and the steps individual health care professionals can take to ensure that patients have a better understanding of their health-related issues and treatments. Knowledge of medical terminology is helpful.

Phar 5700 Applied Fundamentals of Pharmacotherapy
A-F only, 3 credit(s); Medical terminology and admission to grad program or instr consent
Credit will not be granted if credit has been received for: PHAR 3700;
Instructor: Morgan, Jenifer L
Description: Student may contact the instructor or department for information.

Philosophy 831 Heller Hall

Phil 1001 Introduction to Logic
4 credit(s); Credit will not be granted if credit has been received for: PHIL 1001H; Meets CLE req of Mathematical Thinking
Instructor: Kac, Michael B
Description: This course is concerned with the science (and the art!) of DEDUCTIVE REASONING—the type of reasoning used in mathematics and other areas of intellectual endeavor which impose a strict standard of rationality. The key concept is that of a VALID ARGUMENT, meaning a series of statements in which the last one (the CONCLUSION) must be true if the other statements (the PREMISES) are also true. Most of the course is concerned with methods for demonstrating the validity or invalidity of arguments by analyzing their structure with the aid of the principles of a subject called SYMBOLIC LOGIC. At the end of the course, we will look at ways in which the same principles can be applied in a completely different area, namely the design of electrical circuits, and will also explore the close relationship between logic and the algebra of sets. Apart from knowledge of the specifics of the subject matter, students in this course learn how to engage in disciplined, rational thinking, to deal in abstractions, and to penetrate the structure of language. Students also acquire preparation for more advanced courses in philosophy, particularly those having to do with the nature of knowledge and of language.
Style: 100% Lecture.
Grading: 34% final exam, 33% problem solving, 33% other evaluation. in-class exams
Exam Format: Problem solving
Phil 1002W Introduction to Philosophy

A-F only, 4 credit(s); Credit will not be granted if credit has been received for: PHIL 1006W; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive

Instructor: Waters, C. Kenneth

Description: Philosophers reason about what lies behind the surface of our thinking. We formulate questions raised by the way people think about important things, critically examine alternative answers to these questions, and explore the implications these answers have for how we should understand the world and conduct our lives. This course will introduce students to a broad range of philosophical questions and some of the most successful attempts to answer them within the European / Anglo-American tradition. Areas of philosophy and representative questions will include: - moral philosophy (what makes an action morally right or morally wrong?) - philosophy of religion (what reasons can be given for belief in the existence of God?) - logic (what is an ideal model of good reasoning?) - metaphysics (what preserves personal identity of a person through the course of a lifetime of change?) - epistemology (what, if anything, can make knowledge objective?) - social/political philosophy (how should the goods of a society be distributed or held?) Advances in philosophy often take the form of examining both questions and multiple answers, rather than focusing on "the right" answer to a received question. For example, the question, "does God exist?" seems like a univocal question that has a single right answer ("God exists?" or "God does not exist?"). But this question immediately raises other questions: "Could we know that God exists if God exists?" and "Could we know that God does not exist if God does not exist?" Perhaps we cannot know whether God exists. This possibility has led philosophers to ask: "Could there be reason to believe God exists even if there is no compelling evidence that God exists?" And what does it mean to say 'God exists' in the first place? This course is designed to help students acquire an appreciation for philosophical issues and critical thought. Doing philosophy also helps one develop practical skills. This course teaches students how to identify and evaluate the reasoning underlying difficult pieces of writing. It also helps students learn to communicate more effectively, and to write and speak more convincingly. Studying philosophy encourages open-mindedness towards new and challenging ideas. And to top it off, philosophy is fascinating, intellectually fulfilling, and yes, lots of fun! Class format: Most Tuesday/Thursday classes consist of three parts: (1) lecture on the topic of the last day's class discussion; (2) class discussion on new topic; (3) lecture to provide background for next reading. Discussion sessions (Fridays) will take a variety of formats including small group directed projects, discussion, and question/answer sessions. Major requirements: Attendance, class participation, reading twice (reading and rereading) 40 - 50 pages per week, reading notes, two tests, two papers (one rewrite), and three public research lecture reports. Grade: 40% papers, 40% tests, 20% class participation and preparation.

Phil 1002W Honors: Introduction to Philosophy

A-F only, 4 credit(s); Credit will not be granted if credit has been received for: PHIL 1002W; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive

Instructor: Wolston, Maran Peterson

Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Logical reasoning is something we all do naturally, and something we naturally do quite well. However, it is something we can do better. This is an introductory course, so we will consider only the most basic and most reliable forms of reasoning. The world is a very complicated and messy place?not everything is black and white, true or false.

Style: Printed, correspondence

Grading: See attached syllabus

Philosophers reason about what lies behind the surface of our thinking. We formulate questions raised by the way people think about important things, critically examine alternative answers to these questions, and explore the implications these answers have for how we should understand the world and conduct our lives. This course will introduce students to a broad range of philosophical questions and some of the most successful attempts to answer them within the European / Anglo-American tradition. Areas of philosophy and representative questions will include: - moral philosophy (what makes an action morally right or morally wrong?) - philosophy of religion (what reasons can be given for belief in the existence of God?) - logic (what is an ideal model of good reasoning?) - metaphysics (what preserves personal identity of a person through the course of a lifetime of change?) - epistemology (what, if anything, can make knowledge objective?) - social/political philosophy (how should the goods of a society be distributed or held?) Advances in philosophy often take the form of examining both questions and multiple answers, rather than focusing on "the right" answer to a received question. For example, the question, "does God exist?" seems like a univocal question that has a single right answer ("God exists?" or "God does not exist?"). But this question immediately raises other questions: "Could we know that God exists if God exists?" and "Could we know that God does not exist if God does not exist?" Perhaps we cannot know whether God exists. This possibility has led philosophers to ask: "Could there be reason to believe God exists even if there is no compelling evidence that God exists?" And what does it mean to say 'God exists' in the first place? This course is designed to help students acquire an appreciation for philosophical issues and critical thought. Doing philosophy also helps one develop practical skills. This course teaches students how to identify and evaluate the reasoning underlying difficult pieces of writing. It also helps students learn to communicate more effectively, and to write and speak more convincingly. Studying philosophy encourages open-mindedness towards new and challenging ideas. And to top it off, philosophy is fascinating, intellectually fulfilling, and yes, lots of fun! Class format: Most Tuesday/Thursday classes consist of three parts: (1) lecture
on the topic of the last day's class discussion; (2) class discussion on new topic; (3) lecture to provide background for next reading. Discussion sessions (Mondays) will take a variety of formats including small group directed projects, discussion, and question/answer sessions. Major requirements: Attendance, class participation, reading twice (reading and rereading) 40 - 50 pages per week, reading notes, two tests, two papers (one rewrite), and one public research lecture report. Grade: 40% papers, 40% tests, 20% class participation and preparation.

Phil 1002W Introduction to Philosophy  
4 credit(s); Credit will not be granted if credit has been received for: PHIL 1006W; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive  
Instructor: Panagopoulos, Anastasia  
Description: This is a fully online course offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. Many of the questions that you hear about on TV and in the popular press today are actually philosophical problems: Should abortion be permitted? Do animals have rights? Can computers think? Philosophy, however, isn't only a set of questions. It also includes its own methodology, one that uses logical arguments in an attempt to answer questions. In this course, you will read articles about ethics, knowledge, religious belief, and the human condition. These articles will speak to the issues that are most central to your being--your beliefs and ideologies, your sense of yourself, and your relations with others and with the world. You will be asked to do philosophy, not merely to report on it, and in doing so, you will need to consider alternate viewpoints, make arguments, be critical, and spend some time thinking about what you read.  
Style: Online  
Grading: See attached syllabus

Phil 1003W Introduction to Ethics  
4 credit(s); Credit will not be granted if credit has been received for: PHIL 1003V; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive  
Instructor: Wilson, Brian T  
Description: Student may contact the instructor or department for information.

Phil 1004W Introduction to Political Philosophy  
4 credit(s); Credit will not be granted if credit has been received for: PHIL 1004V; Meets CLE req of Arts/Humanities; meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive  
Instructor: Doyle, Tom  
Description: Student may contact the instructor or department for information.

Phil 1006W Philosophy and Cultural Diversity  
4 credit(s); Credit will not be granted if credit has been received for: PHIL 1002W; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive  
Instructor: Scheman, Naomi  
Description: "Philosophy" refers both to a particular discipline and more broadly to discussions about what people are fundamentally like; how thinking, feeling, sensing, desiring, and acting are related; how we ought to behave toward other humans and other living and non-living things; what the sources of authority and respect are and what claims they have on us; and the scope and limits of our knowledge. In this sense every culture and all individuals philosophize. An aim of the course is to broaden the disciplined conversation by bringing into it voices that have been "disciplined out"--some of them in course readings and some of them our own. A guiding idea of the course is that canonical philosophers have something to contribute to the conversations that we--the diverse people who are here and now, in the U.S. in the 21st century--need to be having with each other about issues that concern us all. These issues include questions about authority, obedience and disobedience, anger, the nature and sources of rights, as well as about how we are connected to each other and how we decide what really matters and why. The course has five sections, each of which pairs a selection of 20th C U.S. texts with one canonical text. After each section you will have a choice of topics on which to write a one-page essay.  
Style: 65% Lecture, 35% Discussion. not including discussion sections  
Grading: 100% reports/papers. extra credit for participation in class or on the web  
Exam Format: no exams
Phil 1910W Topics: Freshman Seminar: How Should One Feel? On Ethics & Emotions
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Mason, Michelle N
Description: Is it appropriate for you to get angry when someone wrongs you? What kinds of considerations bear on the question of the appropriateness of such emotional responses and how, more specifically, are they related to moral considerations? Although modern moral philosophers tend to focus on how we should act, in everyday ethical life, the attitudes or emotions that we feel toward others and ourselves and those that others feel toward us present the question of whether we should feel this way. In taking up this question, this seminar investigates the ethical relevance of how we feel toward others. We will focus on feelings/emotions/attitudes that arguably have ethical significance: significance for our interactions with others, for what they express about our characters, and what they say about our assessments of the characters of others. Specific emotions and attitudes that we will discuss include: resentment, indignation, forgiveness, hatred, trust, respect, shame, guilt, and contempt.

Phil 3005W General History of Western Philosophy: Modern Period
4 credit(s); Credit will not be granted if credit has been received for: PHIL 3005V; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
Instructor: Lewis, Douglas E
Description: This course examines the metaphysics, epistemology, and politics of eight philosophies of Europe of the 16th, 17th, and 18th centuries, those of Descartes, Malebranche, Spinoza, Locke, Berkeley, Hume, Wollstonecraft, and Kant. We will consider the economic, religious, cultural (especially scientific), and political antecedents of the philosophies, the audience and language of the texts, and the western European social transformations of the time that the philosophies informed. The course satisfies an Arts and Humanities diversified core requirement and is writing intensive. All interested students are welcome.
Style: 65% Lecture, 35% Discussion.
Grading: 28% mid exam, 44% final exam, 28% other evaluation. second midsemester exam
Exam Format: take-home essay exams; two three-page essays per mideastern exam; three three-page essays for final

Phil 3301 Environmental Ethics
4 credit(s); Meets CLE req of Environment
Instructor: Warren, Karen J.
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Environmental Ethics is a field of philosophy that explores both a variety of real-life contemporary environmental issues and theoretical frameworks for understanding and evaluating them. The "applied" issues include: animal rights; ethical vegetarianism; the morality of zoos; wilderness preservation; climate change; population and consumption; air and water pollution; ecocide; interconnections among gender, race/ethnicity, class and environmental harms or illnesses; environmental racism; "green economics;" the greening of spirituality. The "theoretical" issues include: animal welfarism; Leopold's land ethics; deep ecology; social ecology; ecofeminist philosophy and ethics; models of social and environmental justice; environmental virtue ethics; environmental pragmatism; political ecology; continental environmental philosophy; stewardship ethics; non-Western religious environmental ethics. The interplay between the applied and the theoretical aspects of environmental ethics is a key structural and substantive feature of this course. In addition, this course will teach invaluable critical thinking and writing skills for both doing philosophy and for each student to develop and formulate her or his own environmental ethic.
Style: Online
Grading: See attached syllabus

Phil 3302W Moral Problems of Contemporary Society
4 credit(s); Credit will not be granted if credit has been received for: PHIL 3322W; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Bix, Brian H
Description: From the major public issues like terrorism, abortion, and capital punishment, to the more personal and day-to-day matters relating to lying, vegetarianism, and sexual morality, ethical questions pervade our lives. This course will investigate the various approaches to ethical questions, and analyze, rigorously, the arguments on both sides of a large variety of contemporary moral problems. The course will include two analysis and advocacy papers (one of which students will have to revise after receiving comments), and a closed book, final essay examination. All readings will be from texts available on-line. On the positive side, this means that no course-books need to be purchased. On the negative side, this means that students should not take this course unless they have regular access to a computer and the Internet (and can either read the articles on-line, or can print them out).
Style: 80% Lecture, 20% Discussion.
Grading: 40% final exam, 60% reports/papers.
Exam Format: essay (closed book)
Phil 3304 Law and Morality
4 credit(s);
Instructor: Holtman, Sarah Williams
Description: What is law? What if any moral requirements must it satisfy? What moral demands should it make, and what moral protections should it offer? We will address these questions by appeal to philosophical texts, legal cases, and nonacademic discussions of contemporary issues. Civil disobedience, equality of opportunity and just punishment will be among our more concrete topics.
Style: 80% Lecture, 20% Discussion. There will be a service-learning option for interested students.
Grading: 25% final exam, 75% reports/papers. All percentages are approximate.
Exam Format: Essay

Phil 3307 Social Justice and Community Service
4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Civic Life and Ethics
Instructor: Wallace, John R
Description: This course explores four questions: What is good learning (good education)? What is good work (or what is vocation)? What is a good life? What is a good society? The method of inquiry used in the course is philosophical. It is alert to noticing and bringing into the open hidden assumptions and presuppositions. The course will use an approach to learning which goes by various names: ?circle of inquiry,? ?circle of culture,? ?community of inquiry,? ?"learning circles."
This is an approach to learning in which a group learns collaboratively by (i) each member contributing his or her own voice and ideas, and listening to the voices and ideas of others in the group, and (ii) inviting into the circle and listening to other voices--the voices of writers or speakers who by virtue of life experience and thoughtfulness contribute to the inquiry which is centered in the in-class circle of inquiry. A further essential aspect of the approach to learning in the course is that each student in the course will do work in the community to meet human needs for at least three hours per week throughout the semester. This course carries 4 credits and meets two of the CLE theme requirements: Citizenship/Public Ethics and Cultural Diversity.
Style: 15% Lecture, 85% Student Presentation.
Grading: 50% reflection paper, 50% class participation.

Phil 3311W Introduction to Ethical Theory
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Mason, Michelle N
Description: Student may contact the instructor or department for information.

Phil 3601W Scientific Thought
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Hellman, Geoffrey
Description: This course is an introduction to the philosophy of modern physics. After some preliminary background in philosophy of science on "realism" and "empiricism", it will present fundamental concepts of Einstein's Special Theory of Relativity and of Quantum Mechanics, using clear verbal explanations and diagrams and only very minimal mathematics, aimed at exposing the revolutionary content of these pillars of 20th Century physics and some of their philosophical implications. How does Relativity Theory alter our conceptions of space and time? What is "relative" about it? What remains invariant? What is quantum mechanics? How does it challenge our classical concepts of "physical state", "causality", and even "objectivity"? Does it face conceptual challenges? What are the "Einstein-Podolski-Rosen paradox", the "problem of hidden variables", and the "problem of quantum measurement"? The answers hold some surprises; and they expose serious distortions and misunderstandings in popular culture and "soundbites". No formal background in physics is required; more important is a readiness to think clearly and analytically about the subject matter.
Style: 75% Lecture, 25% Discussion.
Grading: 40% mid exam, 45% final exam, 15% class participation.
Exam Format: Essay

Phil 3602 Science, Technology, and Society
A-F only, 3 credit(s);
Instructor: Love, Alan C
Description: The word 'evolution' is enough to transform a civil discussion into an acrimonious debate. Inevitably, the name of Darwin and the label 'Darwinism' are utilized alternatively as badges of honor or pejorative invectives. The same holds for design and the label 'Intelligent Design'. The purpose of this course is to wade into the fundamental issues surrounding 'Darwin and design' that seem to generate so much more heat than light and make sense of the relevant arguments. We begin by looking at design arguments from select junctures in the history of philosophy. Then we focus on the 19th century context from which Darwin's theory of evolution by natural selection emerged. This historical journey will include a brief stop in antiquity, discussions in geology and philosophy from the early 1800s that surrounded the key question of 'organic origins', a study of Darwin's own writings, and a survey of some reactions (scientific, philosophical, and religious) to Darwin's evolutionary theory. Having grounded ourselves in the basic structure of design arguments and the 19th century context of Darwin's discovery, we will fast forward to the present. First, a brief sketch of some developments in
evolutionary biology over the past 150 years will help us better comprehend the evolving nature of 'Darwinism'. The remainder of the course will investigate various arguments, criticisms, and responses surrounding the so-called 'creation-evolution' debate, especially as they pertain to the concept of design and 'Intelligent Design'. Our strategy will be to look at this contemporary controversy in the light of historical issues with a number of philosophical questions in mind. (1) What is a scientific theory? What is 'evolutionary theory'? What is Darwinism? (2) How is evidence related to theories in biological science? What is the nature of scientific explanation? How are scientific controversies resolved? (3) What is the design argument? (4) What is best way to characterize the relation between science and religion? This course is intended for a diversity of majors in different colleges, including anthropology, biology, education, geography, history, philosophy, psychology, and sociology.

Style: 60% Lecture, 40% Discussion.
Grading: 25% reports/papers, 44% written homework, 2% attendance, 27% reflection paper, 2% class participation.

Phil 3607 Philosophy of Psychology
4 credit(s);
Instructor: Owens, Joseph I
Description: Mental phenomena present the philosopher with a number of deep but inescapable challenges. We tend to suppose that we know what it is to have a mind, to have beliefs, desires, etc. All of this is surely amazing; indeed it verges on the outrageous. We admit to not knowing the makeup of the simplest structures, to not knowing how to explain the behavior of the simplest organisms—we leave such issues to scientific investigators—and at the same time we think we know how to explain the behavior of this most complex of systems; we know how to do it, and we know what we are talking about when we explain behavior by citing the relevant beliefs, desires, etc. Strange indeed. We start our investigation with a brief look at Descartes, who is usually supposed to have expressed our shared intuitive conception of mind. For our purposes, Descartes' vision is best viewed as posing the central problems rather than answering them. The body of the course is then taken up with investigating current and recent theories of mind and psychology. Special attention will be given to cognitive psychology and artificial intelligence approaches—contemporary theories that attempt to understand intelligent systems as programmed systems.
Style: 75% Lecture, 25% Discussion.
Grading: 100% reports/papers.

Phil 3607 Philosophy of Psychology
4 credit(s);
Instructor: Bowman, Melanie Gayle
Description: Mental phenomena present the philosopher with a number of deep but inescapable challenges. We tend to suppose that we know what it is to have a mind, to have beliefs, desires, etc. All of this is surely amazing; indeed it verges on the outrageous. We admit to not knowing the makeup of the simplest structures, to not knowing how to explain the behavior of the simplest organisms—we leave such issues to scientific investigators—and at the same time we think we know how to explain the behavior of this most complex of systems; we know how to do it, and we know what we are talking about when we explain behavior by citing the relevant beliefs, desires, etc. Strange indeed. We start our investigation with a brief look at Descartes, who is usually supposed to have expressed our shared intuitive conception of mind. For our purposes, Descartes' vision is best viewed as posing the central problems rather than answering them. The body of the course is then taken up with investigating current and recent theories of mind and psychology. Special attention will be given to cognitive psychology and artificial intelligence approaches—contemporary theories that attempt to understand intelligent systems as programmed systems.
Style: 75% Lecture, 25% Discussion.
Grading: 100% reports/papers.

Phil 3993 Directed Studies
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Students may contact the instructor or department for information.

Phil 4055 Kant
3 credit(s);
Instructor: Marshall, Douglas Bertrand
Description: In this course we aim to understand the metaphysics and epistemology developed by Kant in his monumental Critique of Pure Reason. Primary texts will mostly be drawn from the Critique itself but may also include related works such as the Prolegomena to any Future Metaphysics and Kant's inaugural dissertation. We will also look at helpful secondary material by Sebastian Gardner, Paul Guyer, Charles Parsons, and other interpreters. Primary topics include: the mind's representational capacities; the distinction between things as they appear to us and things as they are in themselves; knowledge a priori; philosophical methodology; space; time; causation.

Phil 4101 Metaphysics
3 credit(s);
Phil 4310W History of Moral Theories
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Peterson, Sandra Lynne
Description: This course will study Aristotle's Nicomachean Ethics with particular attention to Aristotle's discussion of such topics as reason-giving, the characteristic human activity, virtues, and what is good. We will also study closely a few recent essays on these topics by such authors as Christine Korsgaard, Derek Parfit, Richard Kraut, and Philippa Foot.

Phil 4615 Minds, Bodies, and Machines
3 credit(s);
Instructor: Owens, Joseph I
Description: Our concern is with the nature of mind with alleged differences between mind and body, and with a number of recent attempts to integrate mind into the natural order. This course has three parts. In part A, we discuss some traditional conceptions of mind and body and how these have come under attack from materialists and behaviorists. In part B, we examine the view of mind that is dominant in contemporary cognitive theory. This view has two components: first, it incorporates the notion that representation is central, that having a mind is primarily having a representational system—being able to represent one’s environment and being able to operate on such representations to infer, to plan action, etc. Second, certain well known systems exhibit this kind of representational capacity—computers—and so they provide us with a new model of what it is to have a mind. To have a mind is to satisfy a certain kind of very powerful program. In a sense, we are no more than sophisticated automata, and if one wants to understand the working of such an automaton one studies its program. To gain some real understanding of such phenomena as vision, linguistic understanding, try to design a program for a system so that it, too, can be said to see and understand. our final part consists of an examination of Wittgenstein's later philosophy, the most most radical challenge to all traditional and contemporary theories of mind.
Style: 75% Lecture, 25% Discussion.
Grading: 100% reports/papers.

Phil 4993 Directed Studies
1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Phil 5202 Symbolic Logic II
4 credit(s);
Instructor: Cook, Roy Thomas
Description: Student may contact the instructor or department for information.

Phil 5415 Philosophy of Law
3 credit(s);
Instructor: Bix, Brian H
Description: The course will offer an overview of a wide variety of topics in legal philosophy, from issues in analytical philosophy (e.g., regarding the nature of law, the requirements of justice, and whether there is a moral obligation to obey the law) to modern critical schools (e.g., law and economics, critical race theory, legal realism, and feminist legal theory). The course is aimed at graduate philosophy students and law students, though other graduate students and undergraduates willing and able to work at a graduate-student level are welcome. The readings come mostly from articles available on-line, supplemented by one short overview book. Course grades are based primarily on one term paper and one (closed book) final essay exam.
Style: 70% Lecture, 30% Discussion.
Grading: 45% final exam, 45% reports/papers, 10% class participation.
Exam Format: essay (closed book)

Phil 5601 History of the Philosophy of Science
3 credit(s);
Instructor: Love, Alan C
Description: A variety of 19th century philosopher-scientists argued for different conceptions of the nature of science or natural philosophy, both in terms of how one should reason or explain and how different domains of inquiry should be organized: August Comte, John Herschel, William Whewell, John Stuart Mill, and W. Stanley Jevons. To varying degrees, they disagreed about how best to characterize knowledge, explanation, and inductive inference concerning the natural world, especially as issues surrounding the differences between historical and experimental science coalesced and ideas of probability were entering into the emerging discourse of the sciences. These writings had a profound impact on the actual practice of science and have ongoing relevance for philosophical discussions of science today. In this course we will
closely read portions of these authors’ major contributions in an attempt to comprehend the structure and cogency of their arguments, as well as discern the effects of their different positions on working scientists (e.g., Charles Darwin).

**Phil 5993 Directed Studies**
- 1-3 credit(s), max credits 6, 6 completions allowed;
- **Instructor:** STAFF
- **Description:** Student may contact the instructor or department for information.

**Phil 8180 Seminar: Philosophy of Language**
- 3 credit(s), max credits 6;
- **Instructor:** Hanks, Peter William
- **Description:** The topic of this seminar will be Wittgenstein’s rule-following considerations. These considerations raise challenging questions about the nature of meaning. What is it to mean something by a word, e.g., what is it to mean addition by the word ‘plus’? Is this even possible? Are there objective facts about meaning? What are we doing when we say things like ‘I mean addition by ‘plus’”? We’ll start with a close reading of Kripke’s book ‘Wittgenstein: On Rules and Private Language’ and then proceed to the large philosophical literature on these topics.

**Physical Education 220 Cooke Hall**

**PE 1004 Diving: Springboard**
- OPT No Aud, 1 credit(s);
- **Instructor:** Street, Meagan A
- **Description:** All class materials provided. Course open to anyone interested in learning about diving as a sport. Course involves notes on technical aspects of competitive diving, actual participation in learning how to dive, safely and correctly.

**PE 1007 Beginning Swimming**
- OPT No Aud, 1 credit(s);
- **Instructor:** Novotny, Jessica Lynn
- **Description:** Introduction to basic aquatic safety, fundamentals of swimming and hydrodynamics. Principles of hydrodynamics and stroke mechanics; five basic strokes; basic rescue techniques with use of pool equipment; hydrotherapy for disabilities and other conditions, opportunities for competitive activities, lifetime enjoyment of aquatics.

**PE 1007 Beginning Swimming**
- **Instructor:** Brandes, Megan Ann
- **Description:** Student may contact the instructor or department for information.

**PE 1007 Beginning Swimming**
- **Instructor:** White, Annie
- **Description:** Student may contact the instructor or department for information.

**PE 1012 Beginning Running**
- OPT No Aud, 1 credit(s);
- **Instructor:** Hippen, Lois Margarete

**PE 1012 Beginning Running**
- **Instructor:** Rhodes, Greg
- **Description:** Student may contact the instructor or department for information.

**PE 1014 Conditioning**
- OPT No Aud, 1 credit(s);
- **Instructor:** Brown, Scott
- **Description:** Conditioning is a beginning-level class. It is designed to introduce the basic fundamentals of personal fitness. The topics covered are the following: principles of fitness, health-related and motor-skill related components of fitness, principles of training and conditioning programs, nutrition, weight control, common fitness injuries, and stress management. Heart rate monitor required; may be purchased at URCTR for approximately $50.
PE 1015 Weight Training
   OPT No Aud, 1 credit(s);
   Instructor: Peterson, Benjamin James
   Description: Student may contact the instructor or department for information.

PE 1015 Weight Training
   OPT No Aud, 1 credit(s);
   Instructor: Betker, Morgan R
   Description: Student may contact the instructor or department for information.

PE 1016 Posture and Individual Exercise
   OPT No Aud, 1 credit(s);
   Instructor: Mork, Sarah Katelyn
   Description: Student may contact the instructor or department for information.

PE 1029 Handball
   OPT No Aud, 1 credit(s);
   Instructor: Hiber, Matthew Frank
   Description: This course has been designed as an introductory level activity program for handball players. Its intent is to
   familiarize students with the rules of handball and teach the fundamental skills of this challenging sport. Daily activities will
   focus on entry-level drills, playing games, and learning appropriate handball etiquette. Students will be expected to
   purchase handball gloves, handballs, and protective eyewear. There will be a $35 equipment fee.
   Style: 10% Lecture. skills and activities
   Grading: 10% mid exam, 10% final exam, 80% class participation.
   Exam Format: One T/F test and one short answer test

PE 1029 Handball
   OPT No Aud, 1 credit(s);
   Instructor: Johnson, Matthew Lloyd
   Description: Student may contact the instructor or department for information.

PE 1031 Sabre Fencing
   OPT No Aud, 1 credit(s);
   Instructor: Sobalvarro, J Roberto
   Description: Basic sabre techniques, movement, an overview of fencing as a recreational sport and an Olympic sport, and
   the history of fencing.

PE 1032 Badminton
   OPT No Aud, 1 credit(s);
   Instructor: Gasior, Lisa J
   Description: Student may contact the instructor or department for information.

PE 1032 Badminton
   OPT No Aud, 1 credit(s);
   Instructor: Billing, Lauren Elizabeth
   Description: Student may contact the instructor or department for information.

PE 1033 Foil Fencing
   OPT No Aud, 1 credit(s);
   Instructor: Sobalvarro, J Roberto
   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.

PE 1034 Judo
   OPT No Aud, 1 credit(s);
   Instructor: Crone, Thomas William
   Description: The judo class instructs students in the basic skills of throwing, grappling (matwork), choking and arm lock
   techniques, and falling skills. These are the basic skills used in contest judo, and also have personal defense application of
   a very realistic and practical nature. Students are also given an appreciation of the evolution of judo from Jiu-Jitsu, and
   they learn the fundamental rules and scoring of contest. Action videos are used both for instruction of techniques and
appreciation of contests. The principles of judo and its philosophy as they apply to daily life enhancement, are also covered.

**Style:** 5% Lecture, 5% Discussion. Physical instruction of judo techniques and skill application.

**Grading:** 15% mid exam, 20% final exam, 65% class participation. There is a final physical skills exam which is factored into the overall Class Participation grade. It consists of student chosen techniques from the semester.

**Exam Format:** Mid Term & Final: Matching, multiple choice, true/false Physical Exam: Demonstration of skills

---

**PE 1035 Karate**

OPT No Aud, 1 credit(s);
Instructor: Fusaro, Robert L

**Description:** This course will introduce the student to Japanese Shotokan Karate (traditional karate); a style of karate that is natural and functional. Students will learn proper posture and methods to develop power and control utilizing feet, legs, and hips. The principal of body dynamics, which Shotokan Karate is noted for, will enable a person of 100 pounds or less to develop power capable of defending themselves against a person of greater size and weight. Shotokan Karate is a non-contact martial art in which no protective gear or gloves of any type is worn. Therefore, control is essential. Men, women, and children can participate in this exhilarating martial art without fearing for their well-being. Structural foundation is essential for developing a delivery system for blocking, kicking, and punching, techniques which are basic elements of self-defense. These movements will be reviewed throughout the entire semester. A portion of the latter half of the course will be devoted to application of these basic techniques. Purchase of GI uniform is encouraged; GI uniform is available through the instructor at a cost of $35.

**Style:** 15% Discussion, training; 5% exams

**Grading:** 20% mid exam, 70% final exam, 10% other evaluation. Attendance

**Exam Format:** Mid-term: 20 short multiple choice questions; Final: physical test on basic movements worked on during the semester

---

**PE 1036 Racquetball**

OPT No Aud, 1 credit(s);
Instructor: Morrissey, Sean Patrick

**Description:** Fundamentals of racquetball, including equipment; safety and etiquette; terminology; game rules of singles, doubles, and cutthroat; grips; basic strategies; serves and shots.

---

**PE 1036 Racquetball**

OPT No Aud, 1 credit(s);
Instructor: Hoffman, Mitchell Lee

**Description:** Fundamentals of racquetball, including equipment; safety and etiquette; terminology; game rules of singles, doubles, and cutthroat; grips; basic strategies; serves and shots.

---

**PE 1036 Racquetball**

OPT No Aud, 1 credit(s);
Instructor: Phillips, Brian William

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

---

**PE 1037 Squash Racquets**

OPT No Aud, 1 credit(s);
Instructor: Stever, John Ball

**Description:** This course has been designed as an introductory-level activity program for novice squash players. Its intent is to familiarize the individual with the play, rules, equipment, and courts of the game. Weekly lessons will focus on entry-level technique as well as safety on and around the court. Upon completion of this course, students will: 1) have learned the mechanics of the basic squash strokes; 2) understand positioning and movement on the court; 3) understand and apply the international rules for play; 4) be able to describe the basic dimensions and markings of an international squash rackets court; and 5) be able to select and care for equipment. The texts for the course include the well-illustrated Squash: Steps to Success by Yarrow (1997), and the "International Squash Rules" as published by the World Squash Association on the Internet.

**Style:** 15% Lecture, 10% Film/Video. 75% on court for drills and games. Much of lecture is also on court.

**Grading:** 20% mid exam, 20% attendance, 60% other evaluation. On court evaluation of improvement on basic techniques

**Exam Format:** Multiple choice, T/F

---

**PE 1038 Beginning Tennis**

OPT No Aud, 1 credit(s);
Instructor: Sanny, John H

**Description:** Fundamental strokes, including forehands, backhands, volleys, lobs, overheads, and serves; introduction to doubles play; terminology, rules, and etiquette.
PE 1038 Beginning Tennis
  OPT No Aud, 1 credit(s);
  Instructor: Haertl,Daniel Thomas
  Description: Fundamental strokes, including forehands, backhands, volleys, lobs, overheads, and serves; introduction to doubles play; terminology, rules, and etiquette.

PE 1043 Beginning Horse Riding
  OPT No Aud, 1 credit(s);
  Instructor: Luetmer,Sadie Marie
  Description: Student may contact the instructor or department for information.

PE 1044 Self-Defense
  OPT No Aud, 1 credit(s);
  Instructor: Bendickson,Anita Olivia
  Description: Course consists of learning basic physical and psychological skills to help the student recognize and act in crisis and pre-crisis situations: to avoid or stop physical assault, harassment, irritating and/or dangerous situations and encounters. Physical skills include basic striking, kicking, shifting (learning to move out of the way), blocking, and specialized techniques for specific situations. Psychological skills include learning to analyze self-defense situations, i.e., what strengths does the student have, what vulnerabilities does his/her opponent have and what opportunities are there to apply those strengths and use those vulnerabilities. This includes developing an understanding of force, eye contact and strong body language, and basic verbal skills such as assertiveness. Class work will include drills in physical techniques to develop coordination and strength, practice time in hitting and kicking bags, many controlled situations with partners (including floor, weapon, and multiple attacker situations) to teach basic skills of analysis and application.
  Style: 10% Discussion.
  Grading: 50% final exam, 20% reports/papers, 30% class participation.
  Exam Format: Physical demonstration of basic skills plus student's choice of one from each of the following four categories (partner exercises): 1) basic blocking, 2) response to a grab from the front, 3) response to a grab from behind, 4) one special situation.

PE 1044 Self-Defense
  OPT No Aud, 1 credit(s);
  Instructor: Brandl,Mary Kathryn
  Description: Course consists of learning basic physical and psychological skills to help the student recognize and act in crisis and pre-crisis situations: to avoid or stop physical assault, harassment, irritating and/or dangerous situations and encounters. Physical skills include basic striking, kicking, shifting (learning to move out of the way), blocking, and specialized techniques for specific situations. Psychological skills include learning to analyze self-defense situations, i.e., what strengths does the student have, what vulnerabilities does his/her opponent have and what opportunities are there to apply those strengths and use those vulnerabilities. This includes developing an understanding of force, eye contact and strong body language, and basic verbal skills such as assertiveness. Class work will include drills in physical techniques to develop coordination and strength, practice time in hitting and kicking bags, many controlled situations with partners (including floor, weapon, and multiple attacker situations) to teach basic skills of analysis and application.
  Style: 10% Discussion.
  Grading: 50% final exam, 20% reports/papers, 30% class participation.
  Exam Format: Physical demonstration of basic skills plus student's choice of one from each of the following four categories (partner exercises): 1) basic blocking, 2) response to a grab from the front, 3) response to a grab from behind, 4) one special situation.

PE 1045 Rock Climbing
  OPT No Aud, 1 credit(s);
  Instructor: Stewart,Jennifer L
  Description: Student may contact the instructor or department for information.

PE 1045 Rock Climbing
  OPT No Aud, 1 credit(s);
  Instructor: Bipes,Theresa Helen
  Description: Student may contact the instructor or department for information.

PE 1045 Rock Climbing
  OPT No Aud, 1 credit(s);
  Instructor: Karban,Bryan Daniel
  Description: Student may contact the instructor or department for information.
PE 1046 Tae Kwon Do  
OPT No Aud, 1 credit(s);  
Instructor: Kim, Aaron Hyun Sik  
Description: Student may contact the instructor or department for information.

PE 1048 Bowling  
OPT No Aud, 1 credit(s);  
Instructor: Schmid, Michael F  
Description: Fundamentals, including stance, approach and delivery, scoring, bowling terminology, and etiquette. Every student is given personalized instruction on an individual basis each class session. Everyone will learn to throw a hook.

PE 1048 Bowling  
OPT No Aud, 1 credit(s);  
Instructor: Gasior, Lisa J  
Description: Fundamentals, including stance, approach and delivery, scoring, bowling terminology, and etiquette.

PE 1053 Ice Skating  
OPT No Aud, 1 credit(s);  
Instructor: Anderson, Kristina  
Description: Ice Skating is a course intended for students who are looking to learn the skill of ice skating and develop a lifelong activity. Students will be taught the fundamentals of basic ice skating (basic stops, turns, and other skills from both forward and backward positions), be allowed time to practice these skills, with incremental progressions for more advanced students. No experience is necessary before taking the class. Skill progressions/accommodations will be made for skaters of more advanced skating backgrounds.  
Grading: 10% final exam, 90% attendance.

PE 1055 Golf  
OPT No Aud, 1 credit(s);  
Instructor: Schulze, Gregory Alan  
Description: Student may contact the instructor or department for information.

PE 1055 Golf  
OPT No Aud, 1 credit(s);  
Instructor: Benoit, Luke  
Description: Student may contact the instructor or department for information.

PE 1055 Golf  
OPT No Aud, 1 credit(s);  
Instructor: Wynne, Eddie Nathaniel  
Description: Student may contact the instructor or department for information.

PE 1057 Beginning Skiing  
OPT No Aud, 1 credit(s);  
Instructor: Peterson, Glen James  
Description: Alpine skiing. How to stop, turn, and use lifts. Safety, etiquette, and purchase of equipment. Class held at Highland Hills ski area in Bloomington.

PE 1058 Snowboarding  
OPT No Aud, 1 credit(s);  
Instructor: Peterson, Glen James  
Description: Alpine snowboarding. Uses American Teaching System. Classes are split into nine skill levels, beginning through advanced. Held at Hyland Ski and Snowboard School in Bloomington.

PE 1065 Beginning Tumbling and Gymnastics  
OPT No Aud, 1 credit(s);  
Instructor: Eklund, Shelly M  
Description: Rolls, handstands, cartwheels, extensions, handsprings, tucks (flips). Spotting techniques. Skills on bars, vault, and beam.

PE 1067 Basketball
PE 1071 Beginning Cricket
  OPT No Aud, 1 credit(s);
  Instructor: Focke,Alex

PE 1072 Soccer
  OPT No Aud, 1 credit(s);
  Instructor: Adamcsek,Viktor Istvan
  Description: Fundamentals of soccer including sporting behavior both on and off the field, game rules, soccer terminology, participation and competition drills, fundamental soccer skills, practical instruction in strategy.

PE 1072 Soccer
  OPT No Aud, 1 credit(s);
  Instructor: Schulz,Skylar R
  Description: Student may contact the instructor or department for information.

PE 1074 Beginning Volleyball
  OPT No Aud, 1 credit(s);
  Instructor: Shingles,Kori Elizabeth
  Description: Basic skills, team play, rules, officiating, and strategy.

PE 1074 Beginning Volleyball
  OPT No Aud, 1 credit(s);
  Instructor: Bonikowske,Amanda Rachelle
  Description: Student may contact the instructor or department for information.

PE 1074 Beginning Volleyball
  OPT No Aud, 1 credit(s);
  Instructor: Billing,Lauren Elizabeth
  Description: Student may contact the instructor or department for information.

PE 1074 Beginning Volleyball
  OPT No Aud, 1 credit(s);
  Instructor: Michels,Heidi Marie
  Description: Student may contact the instructor or department for information.

PE 1076 Flag Football
  OPT No Aud, 1 credit(s);
  Instructor: Medina,Jaime Gerardo
  Description: Student may contact the instructor or department for information.

PE 1077 Lacrosse
  OPT No Aud, 1 credit(s);
  Instructor: Hegghernes,Karen Elizabeth
  Description: Student may contact the instructor or department for information.

PE 1078 Ultimate Disc
  OPT No Aud, 1 credit(s);
  Instructor: Williams,Gregory Donald
  Description: Introduction to ultimate disc, techniques, field positions, rules, regulations. Students participate in vigorous exercise activities including running, throwing, and catching.

PE 1082 Broomball
  OPT No Aud, 1 credit(s);
  Instructor: Johnson,Matthew Lloyd
Description: Beginning broomball is the perfect course for any student looking to get into a sport that is uniquely Minnesotan, while staying in the warm confines of Ridder Arena. The course will be 85% on ice training. The PAP program will provide helmets, sticks and balls. Other protective equipment is recommended but not required.
Grading: 30% final exam, 50% attendance, 20% class participation.

PE 1107 Intermediate Swimming
OPT No Aud, 1 credit(s);
Instructor: White, Annie
Description: Student may contact the instructor or department for information.

PE 1137 Intermediate Squash
OPT No Aud, 1 credit(s);
Instructor: Stever, John Ball
Description: The Intermediate course builds on the Beginning Squash course where the strokes and court movement were introduced but where insufficient time exists to become proficient in any of them. This course will focus on improving stroke mechanics, shot placement consistency, pace, court movement and positioning, and court strategy. Understanding of the fitness requirements, joint and muscle stresses, and development of weight training for squash play is included in the course. With the intermediate course, students begin to play well enough to realize the superior exercise value of squash. The primary outcomes for students taking this class will be: 1. Ability to control the ball as measured by placement in a drill setting 2. Ability to control the court as measured in a competitive game setting 3. An understanding of the benefits and potentially a commitment to a lifestyle that includes rigorous physical activity 4. Thorough knowledge of on court squash etiquette
Style: 10% Lecture, 5% Film/Video, 80% Small Group Activities, 5% Demonstration.
Grading: 20% mid exam, 60% final exam, 20% attendance.

PE 1146 Intermediate Tae Kwan Do
OPT No Aud, 1 credit(s);
Instructor: Kim, Aaron Hyun Sik
Description: Student may contact the instructor or department for information.

PE 1174 Intermediate Volleyball
OPT No Aud, 1 credit(s);
Instructor: Shingles, Kori Elizabeth
Description: Volleyball systems of play. Incorporating offensive/defensive formations. Team play, transition, coaching, officiating.

PE 1205 Scuba and Skin Diving
OPT No Aud, 1 credit(s);
Instructor: Karl, Robert J
Description: This course is available to all students and prospective students (through CCE) at the University. The course consists of classroom instruction and practical pool work. SCUBA Certification is not included in the course. The third part necessary for certification (4-open water dives) can be arranged through the instructor at an additional charge. Students may also decide to get a referral letter and take their openwater dives at numerous locations around the world. Classroom subjects include the physics and physiology of diving, equipment, decompression, dive planning, emergencies, and the marine environment. Some topics require mandatory attendance. Pool work covers all necessary applications to diving. All students must be comfortable being in the water, and must be able to swim a minimum of 400 yards. Students should plan on attending all class and pool sessions, as quizzes will be administered throughout the course and all pool work is built on previously learned skills. All evening students and all day school students whose classes start on Thursdays, must come to the first class with appropriate swimming attire (i.e. swimming suits). Evening classes have a 2-hr. lecture period followed by 2 hrs. of pool work. Day classes have lectures on Tuesdays and pool work on Thursdays. Please check the website http://SuperiorExpeditions.com for forms and notes for requirements and limitations for SCUBA diving. There will be a $118 course fee. Additionally there is a $60 course Kit that needs to be purchased from the instructor the first day of class.
Style: 50% Lecture, 50% Laboratory.
Grading: 33% final exam, 33% quizzes, 33% class participation.
Exam Format: multiple choice

PE 1262 Marathon Training
OPT No Aud, 3 credit(s);
Instructor: Ingraham PhD, Stacy Jean
Description: Physical challenge achieved through physiological/psychological adaptation. Goal setting that fosters adaptation in many facets of life. Marathon history.
PE 1262 Marathon Training
OPT No Aud, 3 credit(s);
Instructor: Lundstrom, Christopher J
Description: Physical challenge achieved through physiological/psychological adaptation. Goal setting that fosters adaptation in many facets of life. Marathon history.

PE 1720 Special Activities in Physical Education: Jump rope techniques and skills
OPT No Aud, 1 credit(s), max credits 9, 9 completions allowed;
Instructor: Galvan, Jessica A
Description: Student may contact the instructor or department for information.

Physical Therapy 382 Children's Rehabilitation Center

PT 1002 Orientation to Physical Therapy
S-N only, 1 credit(s);
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

PT 6214 Clerkship II
A-F only, 2 credit(s);
Instructor: Lojovich, Jeanne Marie
Description: Student may contact the instructor or department for information.

PT 6216 Clerkship IV
A-F only, 1 credit(s);
Instructor: Lojovich, Jeanne Marie
Description: Student may contact the instructor or department for information.

PT 6220 Clinic Volunteer
No Grade, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Lojovich, Jeanne Marie
Description: Student may contact the instructor or department for information.

PT 6221 Therapeutic Procedures
A-F only, 4 credit(s);
Instructor: Olson-Kellogg, Becky Jo
Description: Student may contact the instructor or department for information.

PT 6282 Scientific Foundations II: Neuromotor Control
A-F only, 3 credit(s), max credits 45, 1 completion allowed;
Instructor: Kimberley, PT, PhD, Teresa Jacobson
Description: Student may contact the instructor or department for information.

PT 6284 Musculoskeletal Rehabilitation II
A-F only, 4 credit(s);
Instructor: Anderson, Kathleen
Description: Student may contact the instructor or department for information.

PT 6287 Neurehabilitation
A-F only, 8 credit(s);
Instructor: Leuty, Lynnette K
Description: Student may contact the instructor or department for information.

PT 6297 Clinical Internship III
S-N only, 10 credit(s);
Instructor: Lojovich, Jeanne Marie
Description: Student may contact the instructor or department for information.

PT 6298 Clinical Internship IV
PT 7001 Topics in Musculoskeletal PT
A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Anderson, Kathleen
Description: Student may contact the instructor or department for information.

PT 7003 Topics in Integumentary Physical Therapy
A-F only, 2 credit(s);
Instructor: Cole, Pamela S
Description: Student may contact the instructor or department for information.

PT 7005 Topics in Pediatric Physical Therapy
A-F only, 1 credit(s);
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

PT 7011 Topics in Geriatric Rehabilitation II
S-N only, 2 credit(s);
Instructor: Olson-Kellogg, Becky Jo
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Snow MD, PhD, LeAnn M
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Lojovich, Jeanne Marie
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Koehler, Linda Ann
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Thompson PhD, LaDora V
Description: Student may contact the instructor or department for information.

PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Ludewig, Paula M
Description: Student may contact the instructor or department for information.
PT 8132 Research Seminar II
A-F only, 1 credit(s);
Instructor: Glasoe, Ward M
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Anderson, Kathleen
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Snow, LeAnn M
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Lojovich, Jeanne Marie
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Thompson, LaDora V
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Ludewig, Paula M
Description: Student may contact the instructor or department for information.

PT 8193 Research Problems in Physical Therapy
A-F only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: Gillick, Bernadette Therese
Description: Student may contact the instructor or department for information.

Physics 148 Tate Laboratory of Physics

Phys 1001W Energy and the Environment
4 credit(s); Meets CLE req of Environment; meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course addresses current issues of the relationship between energy use and the environment by starting with the fundamental physics principles of force and energy, and demonstrating how these concepts apply to Electricity and Magnetism, Thermodynamics, Chemical Physics and Nuclear Power generation. These principles are applied to specific applications by examining topics such as power production, acid rain and fuel resources. The consequences of fundamental physics on public policy will also be discussed in this context. Math skills at the level of high school algebra are assumed. The accompanying laboratory is a series of short experiments which illustrate the concepts as they are presented in class.

Phys 1011 Physical World
A-F only, 3 credit(s);
Instructor: Cassola, Robert L
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The underlying purpose of this course is to
provide you with a firm, elementary understanding of the principles of physics. The material covered in this course is fundamental and forms the basis for virtually all future courses in physics and engineering. It is hoped that as you proceed through this course, you will not only gain some facility in applying the concepts of physics to problems of practical interest, but that you will also gain an awareness of, and an appreciation for, the unifying principles on which physics is based.

**Style:** This is a printed correspondence section.

**Grading:** See attached syllabus

**Exam Format:** Supervised, in-person exams

---

**Phys 1101W Introductory College Physics I**

4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** This is the first part of a course sequence designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires an in depth understanding of the material. Phys 1101W will emphasize the dynamics approach to physics emphasizing the description of motion of interacting objects and the forces that they exert on each other. No previous physics knowledge is assumed, but it is assumed that you are able to do algebra, including solving quadratic and simultaneous equations, interpret simple graphs, basic geometry, especially the geometry of triangles; the use of sine, cosine, and tangent; and the Pythagorean Theorem. A laboratory requires you to apply both the concepts and problem solving skills taught in this course to the real world. It also emphasizes technical communications skills. A discussion section gives you the opportunity to discuss your conceptual understanding and problem solving skills while you practice solving problems with other students. The laboratory and discussions sections emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.

**Exam Format:** Supervised, in-person exams

---

**Phys 1102W Introductory College Physics II**

4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** This is the second term of a course sequence designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires an in depth understanding of the material. This course will emphasize the application of the principles and skills learned in Physics 1101W to more complex, abstract, and realistic situations involving topics from fluids, thermal physics, waves, electricity, magnetism, optics, and atomic physics. A laboratory requires you to apply both the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A discussion section gives you the opportunity to discuss your conceptual understanding and your problem solving skills by practicing working problems with other students. The laboratory and discussions sections emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.

**Exam Format:** Supervised, in-person (not online) exams

---

**Phys 1108 Introductory Physics Online II**

4 credit(s);

**Instructor:** Border, Pete Mac

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. Phys 1108 is the second semester of the University of Minnesota's introductory algebra-based physics sequence, presented online. We will cover thermal physics, electricity and (a little) magnetism, waves, and some modern physics. Throughout the course the emphasis will be on understanding and problem-solving rather than mathematical rigor. Laboratories are a required part of the course.

**Style:** Online with handwritten exams

**Grading:** See attached syllabus

**Exam Format:** Supervised, in-person (not online) exams

---

**Phys 1201W Introductory Physics for Biology and Pre-medicine I**

5 credit(s); [High school or college calculus], trigonometry, algebra

**Credit will not be granted if credit has been received for:** PHYS 1301W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive

**Instructor:** STAFF

**Description:** This is the first semester of a 2 semester course designed primarily for students majoring in the biological sciences or preparing for medical school. This is not a survey course of all physics but requires an in-depth understanding of fundamental principles and their application. A course in calculus equivalent to Math 1271, 1371 or 1241 taken previously or simultaneously is required. Students should have a working knowledge of derivatives as well as algebra and the geometry of right triangles. The course emphasizes an understanding of the fundamental principles of physics and their use in solving realistic quantitative problems of the type found in biological applications. The first semester develops the
concepts of forces and conservation principles to determine the behavior of a system. The importance of energy transfer between objects in a system and between systems will be emphasized, especially within the framework of thermodynamics. A required laboratory illustrates the application of the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A discussion section gives the opportunity to discuss your conceptual understanding and your problem solving skills by practicing working problems with other students. The laboratory and discussions sections will emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.

Phys 1202W Introductory Physics for Biology and Pre-medicine II
5 credit(s); 1201W Credit will not be granted if credit has been received for: PHYS 1302W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This is the second semester of a two-semester course in introductory physics designed primarily for premed and biological science students. This is not a survey course of all physics but requires an in-depth understanding of fundamental principles and their application. Students should have a working knowledge of the mathematics skills used in Phys 1201W. This semester will cover electricity and magnetism, light and optics, quantum description of atoms and nuclei, and relativity. A required laboratory illustrates the application of the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A discussion section gives the opportunity to discuss your conceptual understanding and your problem solving skills by practicing working problems with other students. The laboratory and discussions sections will emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.

Phys 1251 Physics I
A-F only, 4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Technology and Society
Instructor: Aryan, Bijaya
Description: Student may contact the instructor or department for information.

Phys 1301W Introductory Physics for Science and Engineering I
4 credit(s); Concurrent registration is required (or allowed) in Math 1271 or Concurrent registration is required (or allowed) in Math 1371 or Concurrent registration is required (or allowed) in Math 1571 Credit will not be granted if credit has been received for: PHYS 1201W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This is the first of a three semester introductory course in physics for students in science and engineering. 1301W/1302W, 2303 or 2503 is designed to prepare you for work in your field by: building a solid conceptual understanding of fundamental principles of physics, and their applications; applying those principles to new situations, using logical reasoning and quantitative problem-solving skills; learning to communicate technical information effectively. To achieve these goals, this course requires you to understand the material in depth. 1301W will emphasize the study of mechanical systems, beginning with the description of motion of interacting objects, the forces that they exert on each other and the quantities that are conserved in those interactions. A laboratory is included to allow you to apply physical principles to the real world in a carefully controlled environment, and will also emphasize technical communications skills. A discussion section will give you the opportunity to clarify your conceptual understanding, and practice your problem-solving skills, by practicing working problems with other students. This is a calculus-based course, and students will be expected to use the basic concepts of differential and integral calculus, as well as algebra and trigonometry.

Phys 1302W Introductory Physics for Science and Engineering II
4 credit(s); 1301W, Concurrent registration is required (or allowed) in Math 1272 or Math 1372 or Math 1572 Credit will not be granted if credit has been received for: PHYS 1202W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: This is the 2nd of a 3 semester intro course in physics for students in science and engineering. 1302W emphasizes the application of the physical principles learned in 1301W to electrical and magnetic interactions. The course is designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth. Emphasis will be given to the application of physics principles to real-life situations, and will use problems designed to simulate such situations. This course assumes a good working knowledge of the concepts and skills in 1301W. Because of the nature of this material, this course will be more abstract and mathematical than 1301W. A lab is included to allow you to apply both the concepts and problem solving skills to the real world. It will also emphasize technical communications skills. A discussion section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills with other students.
Phys 1402V Honors Physics II  
A-F only, 4 credit(s); 1401V, honors student or permission of University Honors Program  
Credit will not be granted if credit has been received for: PHYS 1202W  
Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: This is the second of a three semester introductory course in physics for students in the University Honors Program. It is designed to prepare you for work in your field by: having a solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. This course requires you to understand the material in depth; it will go at a faster pace than Physics 1302W and at a higher mathematical level. The emphasis will always be on the application of physics principles to interesting situations, and problems will be designed to simulate such situations. 1402V will emphasize the application of the principles learned in 1401V to the electromagnetic interaction. Fundamental ideas will be applied to complex systems using abstract concepts such as vector fields. Students should have the ability and desire to use mathematics not yet introduced in math class. A laboratory is included to allow you to apply physical principles to the real world in a carefully controlled environment, and will also emphasize technical communications skills. A discussion section will give you the opportunity to clarify your conceptual understanding, and practice your problem-solving skills, by practicing working problems with other students.

Phys 1905 Freshman Seminar: The Physics of Superheroes  
A-F only, 2 credit(s), max credits 6;  
Instructor: Kakalios, James  
Description: This seminar class will discuss basic principles of physics and chemistry as illustrated by their correct application in comic books. Superhero comic books get their science right more often than you might think! We will discuss how large the gravity on Krypton must have been in order to enable someone on Earth to leap tall buildings in a single bound. The principle of conservation of energy will be illustrated by considering the super speedster, the Flash. Are any of the X-Men’s powers realistic? Plausible? Possible? And why can’t Superman change history when he travels through time? After you learn what would really happen if you were bitten by a radioactive spider, you?ll want to sleep with the lights on!

Phys 1905 Freshman Seminar: Quantum Physics for Everyone  
A-F only, 2 credit(s), max credits 6;  
Instructor: Goldman, Allen M  
Description: One of the greatest intellectual accomplishments of the Twentieth Century was the development of Quantum Mechanics, a field of physics which describes the counter-intuitive behavior of molecules, atoms, light and subatomic particles. Can you pass through a solid wall without disturbing yourself or the wall? An electron can and does repeatedly in many common semiconductor devices. Without an understanding of quantum mechanics, neither the transistor nor the laser could have been invented. A significant fraction of the entire economy is based on technological developments that derive directly from quantum mechanics. This class will examine, with a bare minimum of mathematics, the conceptual foundations of the strange world of the quantum as well as connection with devices and systems that we take for granted in our everyday lives.

Phys 1910W Freshman Seminar: Writing Intensive: Evolution, A Physicist’s Point of View  
A-F only, 2 credit(s), max credits 3, 1 completion allowed; Meets CLE req of Writing Intensive  
Instructor: Halley, J Woods  
Description: We will review a history of the ideas and evidence leading to the theory of evolution. Then we will discuss current research on evolution, including the molecular origin of life and the role of complexity in possibly limiting and modifying the results of the evolution of species.

Phys 2251 Physics II  
A-F only, 4 credit(s); Meets CLE req of Physical Sciences  
Instructor: Aryal, Bijaya  
Description: Student may contact the instructor or department for information.

Phys 2303 Physics III: Physics of Matter  
4 credit(s); 1302, [MATH 1272 or MATH 1372 or MATH 1572H], [MatSci or EE] student  
Credit will not be granted if credit has been received for: PHYS 2403H;  
Instructor: STAFF  
Description: This is the third and final semester of an introductory course in physics for students in sciences and engineering which began with Physics 1301W/1302W. Physics 2303 is a broad survey of physics topics which have been important in the 20th and early 21st century. The topics include thermodynamics, mechanical and electromagnetic waves, optics, nuclear physics, quantum theory, and applications of the quantum nature of solids. This course is taken primarily by
MatSci, EE, and other students who plan to take only 3 semesters of physics. Physics majors and students wanting 4 semesters of physics or an emphasis on special relativity should take Phys 2503 instead.

**Style:** 85% Lecture, 15% Discussion.

**Grading:** 40% mid exam, 40% final exam, 20% problem solving.

**Exam Format:** A combination of quantitative problem solving and qualitative

---

**Phys 2311 Modern Physics**

4 credit(s);  
**Instructor:** Cassola, Robert L  
**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The purpose of this course is to acquaint you with some of the principles by which the physical world operates, and to enable you to apply these principles to a number of different situations. It is hoped that, without a great deal of mathematical complexity, you will be able to see how these general principles extend to other fields. This course will stress being able to do things - simple problems, numerical estimates, and prediction of events. These skills only come with practice, so that, necessarily, this course is built around working problems.  
**Style:** This is a printed correspondence section.  
**Grading:** See attached syllabus  
**Exam Format:** Supervised, in-person exams

---

**Phys 2601 Quantum Physics**

4 credit(s);  
**Instructor:** STAFF  
**Description:** This is a one semester course giving an overview of the concepts that have dominated contemporary physics and technology. It is designed for science and engineering students who have successfully completed Physics 2503, 2403H or the equivalent. The course begins with an exploration of phenomena that can only be explained using quantum ideas including quantum statistics, giving rise to the Schrodinger Equation. The solutions to the Schrodinger Equation under different constraints are explored and compared to observations. Applications of quantum mechanics are used to explain the structure of atoms, molecules, and nuclei; the properties of conductors, semiconductors, and superconductors; the evolution of the universe; and the most fundamental constituents of nature. A laboratory, 2605, (required for physics majors) explores the same ideas in concrete situations and should be taken concurrently. A discussion section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills.

---

**Phys 2605 Quantum Physics Laboratory**

3 credit(s);  
**Instructor:** STAFF  
**Description:** This laboratory is designed to accompany Physics 2601. The laboratory includes a series of experiments that are part of the foundation of quantum physics. It emphasizes important laboratory skills such as defining a problem and measurement procedure, debugging equipment, and the statistical analysis of data. Laboratory reports emphasize in depth technical communication of measurement and analysis techniques motivated by a solid description of the physical principles involved. This laboratory will give experiences that depend on and motivate the theories discussed in Physics 2601.

---

**Phys 3022 Introduction to Cosmology**

3 credit(s);  
**Instructor:** STAFF  
**Description:** Large-scale structure and history of universe. Dark matter, cosmic microwave background. Newtonian/relativistic world models. Physics of early universe. Cosmological tests.

---

**Phys 3071W Laboratory-Based Physics for Teachers**

4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive  
**Instructor:** STAFF  
**Description:** This course is intended to provide an experience based introduction to a selection of fundamental physics concepts especially chosen to be useful for potential elementary school teachers. These fundamental concepts include the interaction between objects and the description of that interaction by energy, forces, and fields. These ideas will be applied to electricity and magnetism as well as optics and heat. The course is activity-based and collaboration-oriented with four major goals: (1) to help you construct a set of physics ideas that you can apply to explain phenomena that are intrinsically interesting at a level appropriate to an elementary school science curriculum; (2) to help you understand the process of doing science; (3) to give you practice and confidence in doing science, and (4) to link the development of the course material to your own learning. The teaching and learning strategies used in this course will be valuable and appropriate for use in your teaching career. No specific background in science or mathematics is assumed in this course.
Phys 3993 Directed Studies
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: STAFF
Description: Directed study in Physics in areas arranged by the student and a faculty member.

Phys 3994 Directed Research
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: STAFF
Description: Directed research in physics in areas arranged by the student and a faculty member.

Phys 4002 Electricity and Magnetism
4 credit(s);
Instructor: STAFF
Description: The course emphasizes a mathematically sophisticated development of Maxwell’s equations and their applications. This course develops the skills of solving the difficult problems that arise in complex electromagnetic interactions using advanced mathematical techniques. The fundamental concepts of electromagnetism such as Gauss’ Law, the Biot-Savart Law, Ampere’s Law, and Faraday’s Law will be revisited from a more sophisticated point of view and using more advanced mathematics than in introductory courses. The innate connection between electromagnetism and special relativity will be addressed. Mathematics beyond the prerequisite mathematics courses are developed as required. There will be an emphasis on vector calculus such as the use of Laplace’s equation. Knowledge of physics learned in Physics 2303, 2403H, or 2503 is assumed. A discussion section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills in collaboration with other students.

Phys 4052W Methods of Experimental Physics II
5 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: This is the second part of a two semester sequence on experimental techniques that are used in a research laboratory. Students put into practice the techniques studied during the first semester by carrying out pre-designed laboratories, and by designing, planning, and executing an experimental project of their choice. This course emphasizes electronics, data processing, computer programming, and data analysis techniques. In addition the course emphasizes the writing of scientific research reports suitable for publication as well as their oral presentation. The course is designed for physics majors, and other students who are interested in mastering modern laboratory techniques. The knowledge and skills gained in Physics 4051 are required to enter this course.
Style: 25% Lecture, 10% Discussion, 65% Laboratory.
Grading: 10% mid exam, 50% reports/papers, 15% in-class presentation, 25% laboratory evaluation.
Exam Format: Quantitative and qualitative problems

Phys 4121W History of 20th-Century Physics
3 credit(s); general physics or instr consent Credit will not be granted if credit has been received for: HSCI 4121W; Meets CLE req of Writing Intensive
Instructor: STAFF
Description: This course is an introduction to the work of historians and philosophers of science trying to trace the conceptual development of 20th-century physics. Our main focus will be on the development of relativity theory (both special and general) and quantum theory in the first quarter of the century. Special attention will be paid to the contributions of Albert Einstein. We will also study some episodes in the further developments of these fields: in nuclear physics in the 1930s, in particle physics in the 1970s, in both cases with special attention to the interplay between theory and experiment. Finally, we will look at the development of big bang cosmology and its marriage with particle physics in inflationary cosmology. Readings are taken from a variety of sources. General surveys are used to get us started on a particular topic. That will prepare us for more specialized literature in history and philosophy of science. We will also read (passages from) some of the seminal texts written by the physicists we will study, both to get some of the flavor of their work and to evaluate interpretations and reconstructions of these texts offered in the historical and philosophical literature. The course is aimed at upper-level undergraduate and graduate students in physics, history of science, and philosophy of science, but should be of interest to other students with a strong interest in 20th-century physics as well.

Phys 4211 Introduction to Solid-State Physics
3 credit(s);
Instructor: STAFF
Description: A modern presentation of the properties of solids. Topics include vibrational and electronic properties of crystals; diffraction of waves in solids and electron band structure. Other possible topics include optical properties, magnetic phenomena, and superconductivity; non-crystalline solids, such as glasses and polymers.
Style: 100% Lecture.
Grading: 30% mid exam, 30% final exam, 40% problem solving.
Phys 4501 Experimental Project
1-5 credit(s), max credits 5, 1 completion allowed;
Instructor: STAFF
Description: This course is an independent experimental project designed by a student in collaboration with a faculty member.

Phys 4511 Introduction to Nuclear and Particle Physics
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Phys 4911 Introduction to Biopolymer Physics
3 credit(s); [2303, 2403H, 2503] or Chem 3501 or instr consent Credit will not be granted if credit has been received for: PHYS 5081;
Instructor: STAFF
Description: This course is an introduction to biological physics and soft condensed matter physics. The course will emphasize physical ideas involved in experimental and theoretical understanding of biological and synthetic macromolecules and materials. This course is for seniors and graduate students in physics, other natural sciences, or engineering.
Style: 90% Lecture, 10% Discussion.
Grading: 30% final exam, 30% quizzes, 40% problem solving.
Exam Format: Problem solving

Phys 4950H Senior Thesis
S-N only, 1-3 credit(s), max credits 6;
Instructor: STAFF
Description: Independent project with adviser.

Phys 4960H Honors Seminar
OPT No Aud, 1 credit(s), max credits 2;
Instructor: STAFF
Description: Designed to prepare students for senior honors thesis projects and provide guidance in choice of future careers.

Phys 4993 Directed Studies
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: STAFF
Description: Directed study in Physics in areas arranged by the student and a faculty member.

Phys 4994 Directed Research
1-5 credit(s), max credits 10, 10 completions allowed;
Instructor: STAFF
Description: Directed research in physics in areas arranged by the student and a faculty member.

Phys 5002 Quantum Mechanics II
4 credit(s);
Instructor: STAFF
Description: Part II of a year-long course sequence in quantum mechanics for first-year graduate students in physics and other fields. Completion of Phys 5001 will be assumed. This course will include such topics as electron spin, the addition of angular momentum, rotations and tensor operators, systems of identical particles and second quantization, multi-electron atoms, and the Klein-Gordon and Dirac equations. This course will include such topics as the hydrogen atom, spin, addition of angular momentum, rotations and tensor operators, variational and WKB methods, time-independent and time-dependent perturbation theory, scattering theory, and the Dirac equation
Style: 75% Lecture, 25% Discussion.
Grading: 30% mid exam, 40% final exam, 30% problem solving.
Exam Format: Problems to be solved.

Phys 5012 Classical Physics II
4 credit(s);
Phys 5072 Best Practices in College Physics Teaching  
1-3 credit(s), max credits 5, 3 completions allowed;  
Instructor: STAFF  
Description: Teaching assistant seminar covering pedagogy for introductory physics classes. Topics from educational research and practice as applied to classroom.

Phys 5081 Introduction to Biopolymer Physics  
3 credit(s); working knowledge of [thermodynamics, statistical mechanics] Credit will not be granted if credit has been received for: PHYS 4911;  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Phys 5701 Solid-State Physics for Engineers and Scientists  
4 credit(s);  
Instructor: STAFF  
Description: The purpose of this course is to familiarize the student with the methods, techniques, and main phenomenology of solid state physics. It is intended for a very varied audience: electrical and mechanical engineers, materials scientists, chemists, etc. Prerequisites are flexible, but they include either senior or graduate student status in an engineering or scientific area. In 5701 we plan to cover the first nine chapters of Kittel, and special topics as time allows. Examples of topics that will be covered in 5701 are: Drude model, lattices, diffraction, phonons, vibrations in solids, electronic states, energy bands, metals, semiconductors, and insulators.  
Style: 85% Lecture, 10% Discussion, quizzes, homework  
Grading: 40% final exam, 20% quizzes, 40% problem solving.  
Exam Format: problem solving

Phys 5950 Colloquium Seminar  
S-N only, 1 credit(s);  
Instructor: STAFF  
Description: Colloquium of School of Physics and Astronomy.

Phys 5970 Physics Journal Club  
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: STAFF  
Description: Weekly presentation, discussion, and critical analysis of important papers led by students.

Phys 5980 Introduction to Research Seminar  
S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
Instructor: STAFF  
Description: Introduction to the research activities of the School of Physics and Astronomy.

Phys 5993 Directed Studies  
1-5 credit(s), max credits 15, 15 completions allowed;  
Instructor: STAFF  
Description: Directed study in Physics in areas arranged by the student and a faculty member.

Phys 5994 Directed Research  
1-5 credit(s), max credits 15, 15 completions allowed;  
Instructor: STAFF  
Description: Directed research in physics in areas arranged by the student and a faculty member.

Phys 8011 Quantum Field Theory I  
3 credit(s);  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

Phys 8100 Seminar: Problems of Physics Teaching and Higher Education  
1 credit(s), max credits 3, 3 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Phys 8200 Seminar: Cosmology and High Energy Astrophysics
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Current topics in cosmology and high energy astrophysics.

Phys 8300 Seminar: Biological and Medical Physics.
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Seminars on current research topics in biological and medical physics.

Phys 8500 Plan B Project
4 credit(s);
Instructor: STAFF
Description: Project topic arranged between student and instructor. Written report required.

Phys 8600 Seminar: Space Physics
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Current topics in space physics and plasma physics.

Phys 8700 Seminar: Condensed Matter Physics
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Students enrolled for 8700 must attend the Condensed Matter Seminar on Thursdays at 1:25pm and the Condensed Matter Sack Lunch Seminar on Tuesdays at 12:20pm every week. In addition, students registering must present a Tuesday Sack Lunch for each registration. If a student enrolls for 8700 twice in one academic year then one of the two required presentations can be presented in the following academic year.

Phys 8702 Statistical Mechanics and Transport Theory
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Phys 8712 Solid-State Physics II
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Phys 8800 Seminar: Nuclear Physics
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Seminars on current research topics.

Phys 8900 Seminar: Elementary Particle Physics
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Seminars on topics in elementary particle physics, high energy physics, particle astrophysics and cosmology.

Phys 8902 Elementary Particle Physics II
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Phys 8994 Research in Physics
1-12 credit(s), max credits 24, 24 completions allowed;
Instructor: STAFF
Description: Research under faculty direction.
Phsl 3051 Human Physiology
4 credit(s); [BIOL 1009 or 1 yr college biol], 1 yr college chem
Credit will not be granted if credit has been received for: PHSL 3050;
Instructor: Anderson PhD, Lisa Carney
Description: Human Physiology is a 4 credit class designed for science majors and pre-allied health sciences majors. This course covers basic science principles of cell transport, cell signaling and major organ systems (nerve, muscle, circulation, respiration, endocrine, renal, gastrointestinal, energy metabolism). Preparation in basic chemistry (two semesters) and biology (one semester) is strongly recommended. Three lecture sessions and one two-hour lab per week. See the following url for a sample syllabus: http://physiology.med.umn.edu/courses/phsl3051/Syllabus.3051.general.info.pdf
NOTE: Students who need physiology but do not require a lab may be interested in Phsl 3050 Physiology Cells to Systems. This course has a majority of the same learning outcomes but has no lab component. Phsl is offered summer semester. See our department website for more information about registration.
http://physiology.med.umn.edu/courses/phsl3051/3051Registration.html
Style: 70% Lecture, 5% Film/Video, 10% Laboratory, 5% Small Group Activities, 10% Demonstration. Three hours of lecture per week will time for small group activities. Two hours of lab per week with a combination of videos, hands on labs, demonstrations, and critical thinking exercises.
Grading: 60% mid exam, 25% final exam, 10% laboratory evaluation, 5% problem solving. 3 exams worth 20% each. A cumulative final exam worth 25% and lab work worth 10% and critical thinking exercises worth 5%. A 5 point extra credit project can be done for lab.
Exam Format: Multiple choice questions

Phsl 3095 Problems in Physiology
1-5 credit(s), max credits 20, 20 completions allowed;
Instructor: Barnett, Vincent A
Description: Directed Study - Individualized study in physiology. Students address a selected problem in physiology through library or lab research, supervised by physiology faculty. The instructor listed is the Director of Undergraduate Studies in Physiology (DUS). The DUS can help you set up your research experience, but your research mentor can be drawn from the breadth of U of M faculty doing physiology based research.

Phsl 4021 Advanced Physiology and Bioengineering: Bionic Human
A-F only, 3 credit(s);
Instructor: Levitt, David George
Description: This course uses the theme of the The six million dollar man to develop an in depth understanding of the physiology of different organ systems. Comparison of human organs versus advanced synthetic devices provides new insights into the complexity of human physiology. Some of the topics covered include: artificial heart, kidney, pancreas and lung; comparison of the eye versus the digital camera; and artificial intelligence of pattern recognition. The emphasis is on student reading and analysis of current literature. Class time will involve primarily student discussions. Class attendance is required. Students will also be required to submit a short analytical paper each week. The papers will be read and discussed on line by the instructor and the entire class. The course is designed for upper division and graduate biology and engineering students and the only prerequisite is physiology 3061 or equivalent.
Style: 40% Lecture, 55% Discussion, 5% Web Based.
Grading: 70% reports/papers, 10% attendance, 10% in-class presentation, 10% class participation.

Phsl 4031 Physiological Discussions: Contemporary Topics
A-F only, 2 credit(s);
Instructor: Barnett, Vincent A
Description: Student may contact the instructor or department for information.

Phsl 4095H Honors Problems in Physiology
A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Barnett, Vincent A
Description: Honors Directed Research - Students pursue a selected topic in physiology through library or lab research supervised by physiology faculty. The instructor listed is the Honors Representative for the Physiology major. The Honors Representative will help you set up your research experience, but your research mentor can be drawn from the breadth of U of M faculty doing physiology based research.

Phsl 5094 Research in Physiology
1-5 credit(s), max credits 20, 20 completions allowed;
Instructor: Barnett, Vincent A  
Description: Directed Study - Independent lab research project in physiology, supervised by physiology faculty. The instructor listed is the Director of Undergraduate Studies in Physiology (DUS). The DUS can help you set up your research experience, but your research mentor can be drawn from the breadth of U of M faculty doing physiology based research.

**Phsl 5094 Research in Physiology**
1-5 credit(s), max credits 20, 20 completions allowed;  
Instructor: Katz, Stephen A.  
Description: Student may contact the instructor or department for information.

**Phsl 5095 Problems in Physiology**
1-5 credit(s), max credits 20, 20 completions allowed;  
Instructor: Barnett, Vincent A  
Description: Directed Study - Individualized study in physiology. Students address selected problem through library or lab research, supervised by physiology faculty. The instructor listed is the Director of Undergraduate Studies in Physiology (DUS). The DUS can help you set up your research experience, but your research mentor can be drawn from the breadth of U of M faculty doing physiology based research.

**Phsl 5095 Problems in Physiology**
1-5 credit(s), max credits 20, 20 completions allowed;  
Instructor: Katz, Stephen A.  
Description: Student may contact the instructor or department for information.

**Phsl 5096 Integrative Biology and Physiology Research Advances**
S-N only, 1 credit(s), max credits 4, 4 completions allowed;  
Instructor: Townsend DVM, DeWayne  
Description: Student may contact the instructor or department for information.

**Phsl 5101 Human Physiology**
5 credit(s);  
Instructor: Wangensteen, Douglas  
Description: This course is for physical therapy and graduate students and is taught concurrently with the physiology course for first year medical students (INMD 6814). Students should be registered in a degree-granting graduate program. The course is an advanced survey of human physiology. Topics presented include cardiovascular, respiratory, gastrointestinal, renal, muscle and exercise physiology. Lectures, demonstration/lab sessions, written assignments and exams are the same for students in both PHSL 5101 and INMD 6814. It is assumed that students in PHSL 5101 will have, or be able to acquire, a minimal background in anatomy, histology and biochemistry. Because this course follows the medical school schedule, it begins the first week in January and ends about the first week in May. For a lecture and demonstration/lab schedule contact the course director at wange001@umn.edu.  
Style: 90% Lecture, 5% Laboratory, 5% Demonstration.  
Grading: 25% mid exam, 38% final exam, 25% quizzes, 12% written homework.

**Phsl 5116 Clinical Physiology II**
A-F only, 3 credit(s);  
Instructor: Anderson PhD, Lisa Carney  
Description: Cellular mechanisms, disease states and clinical applications of metabolic systems: respiratory physiology, renal physiology, acid base physiology, metabolism, gastrointestinal physiology, endocrine physiology, physiology of pregnancy and labor. Students do not need to have taken Clinical physiology I to take Clinical Physiology II but they should have had a good introductory physiology course. This course is appropriate for undergraduates interested in a health sciences career, master's level students and nurse anesthesia DNP students. See the following link for a sample syllabus.

**Phsl 5197 Stress Physiology**
A-F only, 1 credit(s);  
Instructor: Engeland, William C  
Description: Student may contact the instructor or department for information.

**Phsl 5444 Muscle**
3 credit(s); 3061 or 3071 or 5061 or BioC 3021 or BioC 4331 or instr consent Credit will not be granted if credit has been received for MdBc 5444 or VPB 5444 Credit will not be granted if credit has been received for: BioC 5444;  
Instructor: Thomas, David D  
Description: Introduction to physiology, biochemical regulation, and physical chemistry of muscle contraction.
Phsl 5510 Advanced Cardiac Physiology and Anatomy  
2-3 credit(s);  
Instructor: Iaizzo PhD, Paul Anthony  
Description: Course Objectives: 1) Provide an overview of the physiology and anatomy underlying cardiac function 2) Provide details on cardiac microcirculation, cellular function and oxygen delivery 3) Provide students with an understanding of cardio-pathophysiology and current clinical treatments 4) Allow students to perform dissection within the Human Gross Anatomy Lab 5) Provide students with various demonstrations on monitoring cardiac function.

Phsl 5525 Anatomy and Physiology of the Pelvis and Urinary System  
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; One undergrad anatomy course, one undergrad physiology course, instr consent Credit will not be granted if credit has been received for: ANAT 5525;  
Instructor: Katz, Stephen A.  
Description: Student may contact the instructor or department for information.

Phsl 6051 Systems Physiology  
A-F only, 4 credit(s);  
Instructor: Katz, Stephen A.  
Description: This course is a graduate level survey of Physiology primarily intended for first year dental students. If appropriate, graduate students requiring a Physiology course can take the class with permission of the instructor.

Phsl 8216 Selected Topics in Autonomic and Neuroendocrine Regulation  
S-N only, 1 credit(s);  
Instructor: Engeland, William C  
Description: Student may contact the instructor or department for information.

Phsl 8232 Critical Reading of Journal Articles in Physiology  
A-F only, 2 credit(s), max credits 4;  
Instructor: Townsend DVM, DeWayne  
Description: This course is primarily for graduate students in the Integrative Biology and Physiology graduate program. Others wishing to register should contact the course director.

Phsl 8242 Professional Skills Development For Biomedical Scientists  
A-F only, 1 credit(s);  
Instructor: Metzger, Joseph Mark  
Description: Student may contact the instructor or department for information.

Plant Biological Sciences  250 Biological Sciences

PBS 8123 Research Ethics in the Plant and Environmental Sciences  
S-N only, 0.5 credit(s);  
Instructor: Blanchette, Robert A  
Description: Student may contact the instructor or department for information.

Plant Biology  220 Biological Sciences Center

PBio 1212 Plant Biotechnology and Society  
3 credit(s), max credits 6; Meets CLE req of Technology and Society  
Instructor: Springer, Nathan Michael  
Description:

PBio 1212 Plant Biotechnology and Society  
3 credit(s), max credits 6; Meets CLE req of Technology and Society  
Instructor: Waters, Mandy J  
Description:
PBio 4516W Plant Cell Biology: Writing Intensive
3 credit(s);[Bio 2022 or Biol 3002 or Biol 3007], [BioC 3021 or Biol 3021 or Biol 4003] Credit will not be granted if credit has been received for PBio 5414 Credit will not be granted if credit has been received for: PBIO 5516;Meets CLE req of Writing Intensive
Instructor: Ward, John M
Description: This course is an introduction to current research topics in Plant Cell Biology. Published reviews and primary research papers in the field will be used as text. The goal is to develop an understanding of how cellular structures function and contribute to cell growth and development. In addition to learning how to read primary literature, emphasis will be placed on developing a clear and concise writing style appropriate for incisive criticism of scientific papers. Readings will include 8-10 reviews that will be covered by lectures during the first 1/3 of the course. Approximately 12 primary research papers will be covered in the last 2/3 of the course. Students will choose at least 5 of the 12 primary research papers and write a one page critique which will be due on the day that the paper is discussed in class. These will be graded for scientific content. In addition, students enrolled in 4516W will receive comments concerning the writing style of their paper. Students will rewrite at least 5 critiques of primary research papers. The length of the resubmitted paper should be 2-3 pages. The revised critique should include a clear and concise presentation of the content of the scientific paper, the impact of the paper on our understanding of the research topic, and criticisms of the paper derived from discussions in the class. The revised critiques will be returned with comments for improvement. The final draft will be graded on content, clarity, and style.
Style: 70% Lecture, 30% Discussion.
Grading: 25% mid exam, 25% final exam, 50% reports/papers.
Exam Format: short answer

PBio 4601 Topics in Plant Biochemistry
A-F only, 3 credit(s);
Instructor: Gleason, Florence K
Description: This course is intended for upper level undergraduate students and graduate students who need a background course in biochemistry that is specifically focused on processes unique to photosynthetic organisms. The course will start with an analysis of photosynthesis and carbon metabolism in plants. Basic metabolic pathways for the synthesis of lipids, steroids, and aromatic amino acids will be covered as a background for the introduction to synthesis and functions of natural products such as lignin, flavonoids, and alkaloids. Pre-requisites for this course are a background in general biology and at least one semester of organic chemistry. Courses in plant biology or biochemistry are helpful but not essential. Grades are determined by essay type exams and analysis of papers from the scientific literature.
Style: 70% Lecture, 30% Discussion.
Grading: 30% mid exam, 25% final exam, 20% reports/papers, 10% special projects, 10% in-class presentation, 5% problem solving.
Exam Format: short answers, essay

PBio 4793W Directed Studies: Writing Intensive
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;Meets CLE req of Writing Intensive
Instructor: STAFF
Description:

PBio 4794W Directed Research: Writing Intensive
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;Meets CLE req of Writing Intensive
Instructor: STAFF
Description:

PBio 4993 Directed Studies
S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;
Instructor: STAFF
Description: Contract between student and advisor required, plus department approval. Credits arranged.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Olszewski, Neil E
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Weiblen, George D
Description: Student may contact the instructor or department for information.
PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Gleason, Florence K
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Springer, Nathan Michael
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: McLaughlin, David J
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Lefebvre, Paul A
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Marks, M. David
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Biesboer, David D.
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Gantt, Steve
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Wick, Susan M
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Brambl, Robert Morgan
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Silflow, Carolyn D.
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Kistler, H. Corby
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Ni, Min
Description: Student may contact the instructor or department for information.
PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Ward, John M
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Gray, William M
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Tiffin, Peter L
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Gibson, Sue
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Jin, Yue
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Glazebrook, Jane
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Katagiri, Fumiaki
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Moeller, David
Description: Student may contact the instructor or department for information.

PBio 4994 Directed Research
S-N only, 1-6 credit(s), max credits 42, 7 completions allowed;
Instructor: Hegeman, Adrian D
Description: Student may contact the instructor or department for information.

PBio 5516 Plant Cell Biology
3 credit(s); [Biol 2022 or Biol 3007 or Biol 3022], [Biol 3021 or BioC 3021 or Biol 4003] Credit will not be granted if credit has been received for PBio 5414; Credit will not be granted if credit has been received for: PBIO 4516W;
Instructor: Ward, John M
Description: This course is an introduction to current research topics in Plant Cell Biology. Published reviews and primary research papers in the field of Plant Cell Biology will be used as text for this class. The goal is to develop an understanding of how cellular structures function and contribute to cell growth and development. In addition to learning how to read primary literature, emphasis will be placed on developing a clear and concise writing style appropriate for incisive criticism of scientific papers. READING ASSIGNMENTS: This will include 8-10 reviews that will be covered by lectures during the first 1/3 of the course. Approximately 12 primary research papers will be covered in the last 2/3 of the course. Students will choose at least 5 of the 12 primary research papers and write a one page critique which will be due on the day that the paper is discussed in class. These will be graded for scientific content. The 5 highest scores will constitute 25% of the final grade. EXAMS Two exams and one final, each worth 100 points will be given. All three exams will count toward the final grade. GRADING (total of 400 points): 3 exams 100 points each; 5 best scores for written critiques (20 pts each)
Style: 70% Lecture, 30% Discussion.
**PBio 5601 Topics in Plant Biochemistry**

**A-F only, 3 credit(s);**

**Instructor:** Gleason, Florence K

**Description:** This course is intended for upper level undergraduate students and graduate students who need a background course in biochemistry that is specifically focused on processes unique to photosynthetic organisms. The course will start with an analysis of photosynthesis and carbon metabolism in plants. Basic metabolic pathways for the synthesis of lipids, steroids, and aromatic amino acids will be covered as a background for the introduction to synthesis and functions of natural products such as lignin, flavonoids, and alkaloids. Pre-requisites for this course are a background in general biology and at least one semester of organic chemistry. Courses in plant biology or biochemistry are helpful but not essential. Grades are determined by essay type exams and analysis of papers from the scientific literature.

**Style:** 70% Lecture, 30% Discussion.

**Exam Format:** short answer

**Grading:** 25% mid exam, 25% final exam, 50% reports/papers.

---

**PIPa 2001 Introductory Plant Pathology**

**3 credit(s);**

**Instructor:** Dill-Macky, Ruth

**Description:** Course Description: The purpose of this course is to provide undergraduate students with a foundation in applied plant pathology. In the lectures students will be introduced to the concepts that form the basis for our understanding of the causes and control of plant diseases. The course emphasizes the biological and ecological aspects of plant disease and the role of plant diseases in plant production. Students are not expected to have a prior knowledge of plant pathology. The lectures are complemented by a weekly laboratory session that provides students with practical experience in the recognition of disease in plants, disease diagnosis and in the identification of plant pathogens. Students will also conduct some practical exercises in disease control. The course is intended to appeal to students with an interest in biology, and will increasing their awareness and knowledge of the microorganisms that cause disease in plants, plant disease development and the management of plant disease. Most students that take this course are undergraduates in horticulture, agriculture, natural resources or biological sciences.

**Style:** 30% Lecture, 2% Film/Video, 5% Discussion, 50% Laboratory, 13% Small Group Activities.

**Grading:** 24% mid exam, 25% final exam, 5% quizzes, 10% written homework, 4% attendance, 32% laboratory evaluation.

There are two mid semester exams - each worth 12%

**Laboratory evaluation - worksheets, 22%; exam 10%

**Exam Format:** Exams will be a mixture of: multiple choice, matching, short answer and essay questions The lab exam will be short answer based on observations of lab materials

**PIPa 3003 Diseases of Forest and Shade Trees**

**3 credit(s);**

**Instructor:** Blanchette, Robert A

**Description:** This course provides an overview of tree diseases in urban and forested areas. It covers diseases that have had significant impact on society, such as Dutch elm disease, oak wilt, chestnut blight, white pine blister rust, etc., as well as cankers, leaf diseases, root rot and other tree problems. A laboratory session each week enables students to get hands-on experience identifying disease agents, examining symptoms and learning appropriate control procedures. Emphasis will also be placed on ecological processes, biological and cultural control and host-parasite interactions. This course should be of value to anyone interested in biological sciences, natural resources and ecology. It is an essential class for individuals that will have a career in natural resources, but should also be useful to those interested in maintaining healthy trees at home, in urban areas or woodlands.

**Style:** 40% Lecture, 30% Discussion, 30% Laboratory.

**Grading:** 40% mid exam, 20% written homework, 40% laboratory evaluation.

**Exam Format:** Short answer, Short essay

---

**PIPa 3090 Research in Plant Pathology**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** STAFF

**Description:** Assignment of a special problem to undergraduates desiring an opportunity for independent research in plant pathology. The student determines the problem.

**Style:** 100% Laboratory.

**Grading:** 100% laboratory evaluation.
PlPa 4096 Professional Experience Program: Internship
S-N only, 1-3 credit(s), max credits 6, 6 completions allowed;
Instructor: STAFF
Description: Supervised practicum professional experience in plant pathology. Practicum may be completed in government, higher education or private industry setting. Directed toward senior undergraduates.
Grading: 100% other evaluation. Job performance, self-evaluation

PlPa 5003 Diseases of Forest and Shade Trees
3 credit(s);
Instructor: Blanchette, Robert A
Description: This course provides an overview of tree diseases in urban and forested areas. It covers diseases that have had significant impact on society, such as Dutch elm disease, oak wilt, chestnut blight, white pine blister rust, etc., as well as cankers, leaf diseases, root rot and other tree problems. A laboratory session each week enables students to get hands-on experience identifying disease agents, examining symptoms and learning appropriate control procedures. Emphasis will also be placed on ecological processes, biological and cultural control and host-parasite interactions. This course should be of value to anyone interested in biological sciences, natural resources and ecology. It is an essential class for individuals that will have a career in natural resources, but should also be useful to those interested in maintaining healthy trees at home, in urban areas or woodlands.
Style: 40% Lecture, 30% Discussion, 30% Laboratory.
Grading: 40% mid exam, 20% written homework, 40% laboratory evaluation.
Exam Format: Short answer, Short essay

PlPa 5090 Issues in Plant Pathology
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Current topics and research in plant pathology. Directed at undergraduates (junior and senior) as well as graduate students. Consult Class Schedule or department for current offering.
Style: 50% Lecture, 50% Discussion.
Grading: 100% special projects. depends on topic and instructor

PlPa 5203 Introduction to Fungal Biology
3 credit(s);
Instructor: Arenz, Brett Evan
Description: Student may contact the instructor or department for information.

PlPa 5660 Plant Disease Resistance and Applications
A-F only, 3 credit(s);
Instructor: Steffenson, Brian Joel
Description: Student may contact the instructor or department for information.

PlPa 5999 Special Topics in Plant Pathology
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Special workshops involving current issues and/or techniques (experimental and laboratory) in plant pathology. Directed towards senior undergraduates and graduate students.
Style: Depends on the nature of the workshop experience.
Grading: 100% special projects. Depends on the nature of the workshop experience.

PlPa 8090 Advanced Procedures and Research in Plant Pathology: Teaching Experience
1-8 credit(s), max credits 8, 1 completion allowed;
Instructor: Kurle PhD, James E.
Description: Student may contact the instructor or department for information.

PlPa 8090 Advanced Procedures and Research in Plant Pathology
1-8 credit(s), max credits 8, 1 completion allowed;
Instructor: Blanchette, Robert A
Description: Student may contact the instructor or department for information.

PlPa 8104 Plant Virology
A-F only, 2 credit(s);
Instructor: Lockhart, Benham E
**PlPa 8105 Plant Bacteriology**  
2 credit(s);  
Instructor: Samac, Deborah A  
Description: Student may contact the instructor or department for information.

**PlPa 8123 Research Ethics in Plant and Environmental Sciences**  
S-N only, 0.5 credit(s); Enrolled in a plant/environmental grad research program  
Credit will not be granted if credit has been received for: APSC 8123;  
Instructor: Blanchette, Robert A  
Description: Student may contact the instructor or department for information.

**PlPa 8200 Seminar**  
A-F only, 1 credit(s);  
Instructor: Kinkel, Linda Lee  
Description: Student may contact the instructor or department for information.

### Polish  320 Folwell Hall

**Plsh 1102 Beginning Polish**  
5 credit(s); 1101 or equiv  
Credit will not be granted if credit has been received for: PLSH 4102;  
Instructor: Polakiewicz, Leonard Anthony  
Description: This course is second in a sequence of courses (Plsh 1101 and 1102) designed to develop basic proficiency in Polish in listening, speaking, reading, and writing, and to acquaint students with Polish culture. Students do regularly assigned grammar exercises, listen to audio tapes, and are required to participate in each class session through individual recitation, and whole-group and small-group interactive communicative activities. Two textbooks are used: Oscar Swan's "First Year Polish" and Leonard Polakiewicz's "Supplemental Materials for First Year Polish" Both textbooks are accompanied by audio tapes. As part of the four semester Polish language sequence, this course is designed to satisfy CLA language proficiency requirements. Target audience includes; undergraduate and graduate students, particularly those interested in East-Central European Area Studies, students who intend to engage in business in Poland and East-Central Europe, and those pursuing Slavic Studies.  
Style: 40% Lecture. Recitation and interactive activities  
Grading: 25% final exam, 35% quizzes, 30% class participation, 10% other evaluation. Final oral exam  
Exam Format: Oral presentation, fill-ins, translations

**Plsh 4102 Beginning Polish**  
3 credit(s); 4101, [fourth sem course in another language or grad student]  
Credit will not be granted if credit has been received for: PLSH 1102;  
Instructor: Polakiewicz, Leonard Anthony  
Description: Student may contact the instructor or department for information.

**Plsh 5993 Directed Studies**  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Polakiewicz, Leonard Anthony  
Description: Student may contact the instructor or department for information.

### Political Science  1414 Social Sciences Tower

**Pol 1001 American Democracy in a Changing World**  
4 credit(s); Meets CLE req of Social Sciences  
Instructor: Julius, Michael A  
Description: This course is designed to study the basis, functions, promises and problems of the American national government. Roughly breaking the term into thirds, we will look at the Constitution and the ideas that underpin American government, how the Federal institutions function (and if they function well), and how the American people can or cannot successfully influence and interact with government in various ways. Though largely a lecture course, we will take advantage of the size of the course and the longer session length to engage in activities and discussions to help us decide how well the political events unfolding around us conform to our textbook understanding of American political life. Ultimately, the goal of the term is not simply to learn the dry facts and figures of American government, but to have students think more critically about how and why our government was formed, how citizens can interact with and control it,
how well it lives up to our expectations or desires of it, and the extent to which it is possible reform government to better accomplish our desires.

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

**Grading:** 20% mid exam, 25% final exam, 20% reports/papers, 10% attendance, 25% reflection paper. There will be two exams (~60 minutes), three short (~1-2pg) reflections on the readings, and a short (~5pg) paper developed over the course of the term.

**Pol 1001 American Democracy in a Changing World**

4 credit(s); Meets CLE req of Social Sciences  
**Instructor:** Abernathy, Scott F  
**Description:** This course is intended to introduce students to the expressed hopes of the American people for their government and to the institutions and processes that have been created and recreated to achieve these hopes. What do we mean by good government? Have we achieved it? How do we build it? Through an examination of the roles of American political institutions and the behavior of American citizens, we will be able to critically reflect on issues such as political and economic inequality in the U.S., the role of American political and economic power in the world, and the possibility for an American public policy that lives up to the ideals of the founders. By the end of the semester students should have a basic understanding of the structure and function of American government as well as an increased ability to critically reflect on the degree to which our institutions, processes, and citizens live up to the expectations placed on them.  
**Style:** 60% Lecture, 20% Discussion, 20% Small Group Activities.  
**Grading:** 50% mid exam, 25% final exam, 25% reports/papers.

**Pol 1019 Indigenous Peoples: A Global Perspective**

A-F only, 3 credit(s); Credit will not be granted if credit has been received for: AMIN 1002; Meets CLE req of Global Perspectives  
**Instructor:** Beane, Katherine Elizabeth  
**Description:** Student may contact the instructor or department for information.

**Pol 1025 Global Politics**

4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences  
**Instructor:** Krebs, Ronald R  
**Description:** Americans hardly need to be told that international politics matters. US forces are at war in Afghanistan and around the globe, and economic uncertainty has spread like a contagion. Knowing that international politics matters is one thing, making sense of it is another. This course will give students the tools they need to begin to understand patterns and trends in global politics. Students will be introduced to international relations' theoretical traditions, but the course will focus primarily on explaining and understanding historical and especially current problems in world politics. It will explore, among other issues, the causes of war and peace, the limited use of force, humanitarian intervention, nuclear proliferation, nationalist conflict, international ethics, the politics of international trade and finance, foreign aid, globalization, the prospects for environmental cooperation and human rights norms, migration, terrorism, and the future of world politics. By the end of the course, students should be familiar with all these issues and others, should have developed their own views on these much-debated questions, and should be able to apply basic analytical frameworks to answer them.  
**Style:** 90% Lecture, 10% Discussion.  
**Grading:** 50% mid exam, 45% final exam, 5% class participation.  
**Exam Format:** Identifications; short paragraphs; essays

**Pol 1025 Global Politics**

4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences  
**Instructor:** Jutila, Matti Antero  
**Description:** ?Personal is political? and ?local is global and global is local?. This course offers students tools to understand the global and political aspects of various phenomena they encounter in local, daily routines or in the media. We will explore, among other questions, how traditional nation-states function, how people, goods, capital and ideas move across state borders, why does politics turn to violence, how global trade and finance affect us and others, how can we deal with environmental problems, and, most importantly, how all these questions are affected by the political organization of the world. The perspective of the course is `European? ? without forgetting views from the other corners of the globe. This means that instead of analyzing global politics only as a system of interacting states ? as is often the case in American textbooks ? we will also focus on the institutions and rules that are the foundation of international society. With cases from different eras and around the world the course gives an introduction to the dynamics of contemporary global politics. Work Load: 50-90 pages reading per week, weekly small-group on-line discussions, 3 exams. Grade: 40% mid exams, 40% final exam, 10% online discussion, 10% class participation.

**Pol 1054 Politics of Countries Around the World**

4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences  
**Instructor:** Samuels, David Julian  
**Description:** This course provides an introduction to the study of comparative politics, which is the study of politics within
different countries around the world. Comparative politics aims to understand how different peoples around the world seek to establish a durable and legitimate political system, how they seek to contest the legitimacy of and attempt to transform that system, and how they seek to benefit from that system. Specifically, the course explores the following questions: 1) What is the "nation-state" and where does it come from? 2) What distinguishes democracy from dictatorship? 3) What factors cause democracy to emerge? 4) Why do democracies sometimes collapse into dictatorship? 5) How does ethnicity impact politics? 6) What is nationalism and how does it impact politics? 7) How does religion drive conflict in the contemporary world? 8) What is the impact of women's more prominent political role around the world? 9) What causes social movement mobilization around the world? 10) What causes civil war to erupt sometimes? 11) Why are some countries rich and some countries poor? 12) Why do some countries tax and spend quite a lot, while others have lower tax rates and lower levels of redistribution?

**Style:** 60% Lecture, 25% Discussion, 15% Small Group Activities.

**Grading:** 30% mid exam, 30% final exam, 25% reports/papers, 15% written homework. There is one five-page paper, and ten short assignments.

**Exam Format:** Blue Book: short and long answers.

## Pol 1201 Political Ideas and Ideologies

4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives

**Instructor:** Beaumont, Elizabeth

**Description:** This course examines political ideas and their role in the past and present. It is designed to help us become more reflective political thinkers and actors by analyzing key concepts, including freedom and equality, and exploring their relation to central questions about politics: What is a good or just political community? What kinds of values, institutions, leaders, and citizens does it require? What makes political power legitimate and when is rebellion justified? What are the rights and roles of the members of a political community? Seeking meaningful connections between the political concerns of the past and the problems that shape our own lives, we will explore ideas emerging from influential thinkers in several important eras: Ancient Greece and China (Plato, Confucius), to Renaissance Italy and North Africa (Ibn Khaldun, Machiavelli), the European Enlightenment (Hobbes, Locke, Rousseau, Mary Wollstonecraft, Mill), modern and 20th century thinkers (Marx, Freud, Franz Fanon, Martin Luther King, Jr., Malcolm X) as well as a few contemporary commentators (Francis Fukuyama, Khaled Abou El Fadl, M. A. Muqtedar Khan, and Saba Mamo). As we engage with these works, emphasis will be placed on developing student's spoken, written, and interpretive skills by emphasizing critical thinking and close-analysis of the readings with an eye towards understanding our present predicament and contemporary political issues.

**Style:** 60% Lecture, 25% Discussion, 15% Small Group Activities.

**Grading:** 55% reports/papers, 35% quizzes, 10% other evaluation. 10% of grade In-class small group discussion exercises.

**Exam Format:** 2 in-class quizzes are short critical response essays focused on analyzing course readings.

## Pol 3070 Faculty-Supervised Individual Field Work

A-F only, 1-13 credit(s), max credits 13, 1 completion allowed;

**Instructor:** Soper, Paul W

**Description:** Students conducting field research on politics or government may receive credit for academic work completed in association with their research. Typically students will write a substantial research paper (20 pages or more) that incorporates their field research into the political science literature on their topic. Students must arrange for credit no later than the end of the first week of the semester. To enroll for this course, contact the instructor.

**Style:** Fieldwork/Participant-Observation

**Grading:** 100% reports/papers.

## Pol 3080 Faculty-Supervised Individual Internships

A-F only, 3-13 credit(s), max credits 15, 3 completions allowed;

**Instructor:** Soper, Paul W

**Description:** Students working in political or governmental internships may receive credit for academic work completed in association with their internship work. Students may receive 1 credit for every 3 hours (per week) of internship work. Academic work increases with increased hours worked. Assignments will include: weekly journal, 5-7 page essay, 10 page
research paper. Acceptable internships include: US Congress, MN state legislature, federal, state, and local gov't agencies, as well as political parties, campaign organizations, and non-governmental advocacy groups. To enroll in this course, students must first arrange their internship, and then contact the instructor before the semester begins. Students who do not contact the instructor before the end of the first week of the semester will NOT be enrolled in this course. NOTE: Students doing internships outside the US must contact me at least 2 months before the beginning of the semester.

**Style:** Fieldwork/Participant-observation

**Pol 3085 Quantitative Analysis in Political Science**
- A-F only, 4 credit(s); Meets CLE req of Mathematical Thinking
- **Instructor:** Williams-Wyche, Shaun Nolan
- **Description:** Student may contact the instructor or department for information.

**Pol 3225 American Political Thought**
- 3 credit(s); Meets CLE req of Civic Life and Ethics
- **Instructor:** Soper, Paul W
- **Description:** We will begin with an examination of Puritan political ideas, and remain attentive to the role of religious ideas on American political thought throughout the course. Next we will devote considerable time to the Revolutionary and Constitutional periods, focusing in particular on the arguments for and against ratification of the Constitution. Then we will move on to examine arguments over federalism and slavery, women's and workers' rights, as well as the emergence of romantic individualism. Finally, we will look at debates over the emergence of industrial society, the Populist, Progressive, and Socialist responses to it, and debates over racial equality. Prominent theorists covered include Winthrop, Franklin, Paine, Jefferson, Adams, Madison, Hamilton, the Anti-Federalist "Brutus," Emerson, Thoreau, Fuller, Calhoun, Fitzhugh, Douglass, Lincoln, Sumner, Bellamy, DuBois, Goldman, Debs, Dewey, and King. Throughout the course we will be attentive to understanding not only particular political theories, but also how each thinker was influenced by past theories, and by the political, social, and economic context in which he or she wrote.
- **Style:** 25% Lecture, 75% Discussion.
- **Grading:** 20% mid exam, 40% final exam, 40% reports/papers.
- **Exam Format:** Essay

**Pol 3309 Justice in America**
- 3 credit(s);
- **Instructor:** Johnson, Timothy Russell
- **Description:** The principal purpose of this course is to introduce you to the scientific study of judicial politics. Specifically, we will examine theoretical issues regarding judicial process and politics. This course, unlike constitutional law and civil liberties classes, does not study legal doctrine; rather, it examines political aspects of the legal system, with an emphasis on the social scientific literature on law and legal process.
- **Style:** 50% Lecture, 50% Discussion.
- **Grading:** 30% mid exam, 30% final exam, 40% reports/papers.
- **Exam Format:** Essay

**Pol 3310 Topics in American Politics: Personality and Politics**
- 3 credit(s), max credits 6;
- **Instructor:** Lavine, Howard G
- **Description:** For more than half a century, psychologists and political scientists have sought to understand why some people gravitate toward political conservatism and others toward moderate or liberal ideologies. This course will examine classic and contemporary literature on the relationship between psychological dispositions (including traits, needs, physiological processes, and genes) and political preference and orientation. We will begin the course by examining the nature and influence of authoritarianism, a psychological disposition that launched the study of personality and politics in the 1950s and that continues to fuel debate about the underpinnings of political orientation. We will then examine how a wide variety of individual differences in personality, genes, and physiological functioning are responsible for producing differences in political ideology. The course will rely on both books and articles, and will require a 7-page term paper.

**Pol 3321 Issues in American Public Policy**
- 3 credit(s);
- **Instructor:** Karch, Andrew Jonathan
- **Description:** This course examines the politics of social policy in the United States. The first half of the course places the United States in comparative perspective. Scholars often describe the United States as a laggard where social policies developed relatively late, grew relatively slowly, and are less generous than are corresponding policies in other advanced industrial democracies. What are the political sources of these programmatic differences? How have political culture, interest groups, government institutions, and other factors contributed to the distinctive shape of American social policy? The second half of the course examines recent trends in American social policy, focusing on four policy areas: pensions, income support, health care, and education. It examines the historical origins of contemporary American policies and recent reform proposals.
Pol 3410 Topics in Comparative Politics: Soviet and Post-Soviet Politics
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Collins, Kathleen A
Description: This course examines major themes and periods in Soviet and Post-Soviet Russian politics. It begins with the Russian Revolution of 1917, and continues with a study of the creation of the USSR and Soviet rule under Lenin, Stalin, and later decades. We look in depth at the economic and political system set up by the Communist Party, and at the causes of its collapse in 1991, which has had profound legacies for the post-Soviet development of Russia. Then in the second half of the course we turn to themes of political, economic, social and civic development under Yeltsin and Putin. We will pose the following questions: Why does democratization begin and why does it fail? How is economic reform undermined? What type of state is Russia now? What caused the Chechen wars and the massive bloodshed in the Caucasus during this period? Is Putin trying to recreate the Soviet Union and retake control of its neighbors? Are US-Russian relations improving or are we now in an era of a new Cold War? The coursework involves significant reading (about 75-100 pages per week), a paper, class participation, and several exams.
Style: 75% Lecture, 10% Film/Video, 15% Discussion.
Grading: 30% mid exam, 35% final exam, 30% reports/papers, 5% class participation. One or two midterms, one final exam GRADING VARIES BY SEMESTER depending on enrollment.
Exam Format: Essays and short answers.

Pol 3464 Politics of Inequality
A-F only, 3 credit(s);
Instructor: Ansell, Benjamin William
Description: In the United States today, the gap in incomes between rich and poor, indeed the gap in incomes between the top one percent of the population and those at the 95th percentile (between the super rich and the affluent) as higher than at any time since the Wall Street Crash. Inequality is increasing not just in income but in the value of Americans' assets, their housing, their education, and their health. Whether this is a fair and natural outcome of free markets or a sign of a developing `oligarchy' is a matter of much heated debate but it is perhaps the most fundamental change in American life over the last half century. At the same time, many European countries like England and Ireland have seen a massive surge in inequality, whereas others like Sweden and Germany have witnessed little change. In some ways America and Europe are growing apart; in other ways they are becoming more alike. On top of these changes in the industrial world, the rise of new global economic powers like China and India is reshaping the global distribution of income and wealth, often in ways that undermine or bolster the welfare of different Americans and Europeans. This class is intended to help you understand the causes and consequences of economic inequality in the USA and Europe. The class is explicitly comparative: we will address both America and European countries in contrast to one another, with our aim being to understand what differences there are and whether they matter.
Style: 90% Lecture, 10% Discussion.
Grading: 30% mid exam, 40% final exam, 30% reports/papers, 5% class participation.

Pol 3477 Political Development
3-4 credit(s), max credits 4, 1 completion allowed; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences
Instructor: Caraway, Teri L.
Description: How can the vast disparities of wealth between countries be explained? Why have some countries in the post-colonial world, in particular those of East Asia, experienced stunning economic growth, while those in others parts of the world been stuck in a development rut? This course will explore contending answers to these difficult but important questions. We will do so through discussions of different explanations of development and underdevelopment, examining these issues concretely in several countries, and discussing contemporary "hot topics" such as micro-credit, AIDS, and the resource curse.
Style: 45% Lecture, 15% Film/Video, 20% Discussion, 20% Small Group Activities.
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% class participation. For students taking 4 credits, the research paper=25%, participation 15%, midterm exam=15%, final exam=15%, and each essay 15%.
Exam Format: The exams will be multiple choice and short answer questions. The exams will focus on topics not covered in the short papers, so collectively the exams and the essays function as four midterms. The final exam is not cumulative.

Pol 3766 Political Psychology of Mass Behavior
3 credit(s); Meets CLE req of Social Sciences
Instructor: Miller, Joanne Marie
Description: This course will provide an introduction to the interdisciplinary field of political psychology. We will use theories and findings from both political science (particularly in the areas of public opinion and political behavior) and psychology (particularly in the areas of social psychology and personality) to better understand politics, with a special focus...
on understanding ordinary citizens' political attitudes and behaviors. Students do not have to have prior coursework in both political science and psychology for this class. However, prior coursework in one of the two fields (especially in the areas mentioned above) is recommended.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 25% mid exam, 25% final exam, 30% reports/papers, 10% attendance, 10% other evaluation.

**Pol 3785H Persuasion and Political Propaganda**

A-F only, 3 credit(s); Credit will not be granted if credit has been received for: POL 3785;

**Instructor:** Miller, Joanne Marie

**Description:** This course will provide an introduction to persuasion and political propaganda. We will first define propaganda and discuss the primary theories in persuasion and propaganda that could be applied to designing and analyzing propaganda campaigns. We will then apply these theories to analyze WWI and WWII propaganda posters, propaganda films, and political campaign commercials (primarily from the U.S.). 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. Let's take advantage of the relatively small class size to engage in interesting, thoughtful discussion about the topics of the day.

**Grading:** 25% mid exam, 25% reports/papers, 20% special projects, 10% attendance, 10% class participation, 10% other evaluation.

**Pol 3835 International Relations**

3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences

**Instructor:** Duvall, Raymond D

**Description:** This course is organized in three units: We begin the course with a unit on the question whether and how a world of stable, peaceful, and equitable international politics is coming into being? Can we speak sensibly of progress toward an international community based on international law? In what ways and to what effect, for example, is international politics premised on the universality of human rights? Can we foresee an effective international regime for the environment? The second unit concerns the crucial distinction between international and domestic politics? For that, we focus on the anarchic context of international politics to examine how the absence of authority and rule above states shapes insecurities and struggles for power. In this unit, we analyze how states play out the implications of the anarchic context in their political interactions of security, violence, and war, including the contemporary international politics of 'terrorism'. Whether international politics is understood differently if the systemic context is viewed as hierarchical rather than anarchical is the concern of the third unit. Here we ask whether and in what senses one can appropriately speak of empire as contemporary structure of international politics. How are imperial relations and other forms of hierarchy best analyzed? What is the significance of globalization and localized political movements for international politics? The principal objective of this course is for students to develop an appreciation of the ways in which various theoretical perspectives lead to different understandings of the structures and practices of world politics. Each of the perspectives that we address accepts the assumption that the many and varied interactions among states and non-state actors in the global arena are vital elements of our world. However, in interpreting these many and varied forms of world politics, each of the theories offers not only a unique accounting of why international relations take the form that they do, but also distinct guidance about what international political activity should be. Therefore, we investigate both the explanatory insights and the practical and normative political implications that distinguish each theoretical perspective. Through the highlighting of such theoretical differences, the course is intended to provide the means for students to develop their own theoretically informed analysis of issues in contemporary international relations, such as the changing security dynamics in the Middle East and Southwest Asia, whether a war on terrorism can be won, how the proliferation of nuclear weapons and other 'weapons of mass destruction' affects international stability or instability, the extent to which cooperation on global climate change, human rights, or poverty alleviation is possible, and in what ways the functioning of the global economy shapes the terms and conditions of international politics.

**Style:** 65% Lecture, 5% Film/Video, 25% Discussion, 5% Small Group Activities. students do a few in-class writing assignments, or quizzes

**Grading:** 25% final exam, 55% reports/papers, 20% quizzes. two analytical papers, six pages each. Each worth 30% of total grade, but lower grade is reduced to count only 25% (for a total of 55% for the two papers)

**Exam Format:** take-home, essay format

**Pol 3872W Global Environmental Cooperation**

4 credit(s); Meets CLE req of Writing Intensive

**Instructor:** Sampson III, Martin Wright

**Description:** Course examines the emergence and development of environmental issues as a major topic of global politics. In considering selected examples of international environmental stress (such as climate change, marine sea degradation, protection of forests, hazardous wastes, biodiversity, and protection of the ozone layer) the course looks at regimes that have been established to address specific issues; considers corresponding developments occurring in international environmental law; asks about relationships of domestic politics to state decisions to participate or not participate in relevant agreements; and examines instances of NGO and IGO filling gaps where states declined to act and assisting with programs where states did act. The course analyzes ongoing concerns about the effectiveness and the fairness of contemporary international efforts to address global environmental issues. Finally, the course allots some time
for students to develop an informed speculation about where global environmental politics is likely to be ten years hence and what expectations the class has about the implications of global environmental politics for their lifetime. Readings provide general historical background, theoretic formulations, and case studies. The lectures provide additional information and devote some attention to the readings. The course format includes a number of class meetings devoted to group discussions, for which students individually write a short statement about a relevant passage of the assigned readings. A two-stage paper is required of all students. As a writing intensive course the class seeks to help people improve their writing, particularly as a device for deepening thinking about the course topic and for honing ideas into clear, concise discussions. Class meetings are important; doing the reading is expected but does not cover everything covered in class. There is a test and a final exam.

Pol 3873W Global Citizenship and International Ethics
3 credit(s); Meets CLE req of Civic Life and Ethics; Meets CLE req of Writing Intensive
Instructor: Donkova,Ralitsa Hristova
Description: Should nations intervene in other countries to prevent famine or ensure human rights? Under what conditions is war justified? On what principles should immigration policies be based? Who should pay to avoid global environmental problems? Should wealthy states provide foreign aid or forgive the debts of poor countries? Is the possession of nuclear weapons morally and legally acceptable? What do we mean by global citizenship? How does an understanding of global citizenship influence how we answer ethical questions in international politics? Are activist groups in transnational civil society practicing global citizenship? In this course we will grapple with these and many other related questions. The course will introduce you to different traditions of moral, legal, and political thought to provide you with the tools to make reasoned judgments about difficult political problems in global politics. The course meets the CLE civic life and ethics requirement. It presents and defines ethics and the role of ethics in public life. We will explore the origins of different ethical traditions, and see how those traditions have been subjected to public debate and contestation. Throughout the course, we will apply these ethical traditions to concrete problems and instances in international politics. Ideas about global ethics and citizenship are dynamic and contested; they have changed over time, often in response to pressures from citizenship movements. One goal of the course is to help you understand that there is no single correct ethical approach to a problem, but that different philosophical traditions may provide different ways of understanding both ethics and citizenship. Learning about these traditions will help you make more thoughtful and informed decisions about your own practices as a national and international citizen. I will encourage you to develop, defend, and question your own values and beliefs in relation to the ethical traditions and political cases we are exploring.
Style: 30% Lecture, 10% Film/Video, 40% Discussion, 20% Small Group Activities.
Grading: 20% final exam, 40% reports/papers, 20% reflection paper, 20% class participation.

Pol 4210 Topics in Political Theory: French Politics
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Luxon,Nancy
Description: France witnessed a number of extraordinary events in the 20th century: the carnage and trauma of World Wars I and II; the Vichy regime’s shameful collaboration with German Nazis; the general strike and student protests of the 1960s; the tensions prompted by decolonization in North Africa; and the challenges of contemporary multiculturalism and identity politics. This course will examine these events, the political and ethical challenges they raised, and the intellectuals who shaped the ensuing public debates. It will draw on historical documents, cultural media (e.g. posters, art, film), and philosophical texts to explore contemporary France in its century of politics and protest. Thinkers range from to philosopher-playwright Jean-Paul Sartre, to film-maker Jean-Luc Godard, to philosopher Michel Foucault.
Style: 50% Lecture, 10% Film/Video, 40% Discussion.
Grading: 20% mid exam, 70% reports/papers, 10% in-class presentation.
Exam Format: One in-class midterm examination.

Pol 4210 Topics in Political Theory: Feminist Theory and Politics
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Tronto,Joan C
Description: Feminist Theory and Politics This course will consider the development of feminist political theory since the 1960s, primarily in the United States but globally as well. Among the topics to be included are: issues about the proper role of women and men in society, how femininity and masculinity are configured and change, issues of diversity among women, questions about the nature of political change and how best to achieve it, the postmodern turn in feminist thinking, the relationship of women and peace, using care as a way to understand the nature of politics, the place of women as workers in the global political economy, how feminist thinking intersects with religious thinking in various religious traditions.
Style: 60% Lecture, 20% Discussion, 20% Small Group Activities.
Grading: 25% final exam, 65% reports/papers, 10% class participation. Students will be expected to read texts, interpret them, think about issues of interpretation, speak in class, will write 2 papers (20 pages in all) on topics that arise from these issues, and take a summative final exam.
Exam Format: Take home final

Pol 4253 Modernity and Its Discontents: Late Modern Political Thought
Pol 4322 Rethinking the Welfare State
3 credit(s);
Instructor: Gingrich, Jane Rebecca
Description: Why have numerous attempts to introduce universal health insurance in the United States failed? Why does the United States provide public pensions (social security) to all elderly citizens, but lack universal programs for children and young people? Why does the US welfare state look so different from the Swedish, German and Japanese welfare states? Social programs like health care, pensions, unemployment benefits, welfare, and education are at the center of many contemporary political debates. In the past ten years alone, proposals to introduce private accounts in Social Security, extend the new prescription drug benefits for Medicare recipients, expand health coverage, reform welfare, and introduce more testing and federal regulations in education have been at the center of American political debate. This course examines these contemporary issues in a comparative perspective, asking why the American welfare state looks different from many European and Asian countries, what characterizes in the politics of social policy development in the US and abroad, and how can we understand today’s debates about policy reform. In so doing, we will look at the history and development of social policy in the US, Sweden, Germany and Japan, among other countries, comparing both across countries and different types of policies. The course is divided into three parts. The first section will introduce you to the basic structure of the American welfare state and different explanations for its character and development. In the second section, we turn to Europe and Asia, focusing in particular how various countries have organized their systems differently, and what explains these differences. In the third section of the course, we examine contemporary debates in social policy across countries? looking at both how US politicians and their foreign counterparts have responded to new social needs, taxpayer revolts, and new political debates.
Style: 80% Lecture, 20% Discussion.
Grading: 20% mid exam, 30% final exam, 40% reports/papers, 10% class participation.

Pol 4461W European Government and Politics
4 credit(s); 1054 or 3051 or non-pol sci grad or instr consent Credit will not be granted if credit has been received for: POL 5461W; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Gingrich, Jane Rebecca
Description: This course provides an introduction to the history, politics, and controversies of contemporary European politics. The goals of the course are threefold. Firstly, to prepare students to be educated consumers of European politics - to be able to understand contemporary debates in the European press and relate these to the varying historical experiences of European countries. Secondly, to develop and test theories about important aspects of social life on the rich panoply of European cases. European countries display an astounding variation in their political institutions and their historical experiences with regimes as diverse as fascism, communism, socialism, and liberal democracy. Thirdly, to examine how the different political systems of Europe condition how they respond to globalization, rising immigration and changing social values. In this course, we will focus specifically on Britain, France, Italy and Germany, with further discussion of the smaller European countries.
Style: 80% Lecture, 20% Discussion.
Grading: 30% final exam, 50% reports/papers, 20% quizzes.

Pol 4465 Southeast Asian Politics
3 credit(s); Meets CLE req of Global Perspectives
Instructor: Caraway, Teri L.
Description: Composed of eleven countries, Southeast Asia covers a wide geographical region stretching from India to China. With a rich endowment of natural resources, a dynamic manufacturing base, and a strategic location on China's southern flank, the region has come to play an increasingly important role in the political and economic affairs of the globe. Culturally and ethnically diverse, hundreds of languages are spoken in the region, and the religions practiced include Buddhism, Catholicism, Hinduism, and Islam. All of the countries in Southeast Asia have exclusionary political systems, but they range from the formally democratic through civilian authoritarianism to military authoritarianism. Because the region is so diverse, the introduction must necessarily be incomplete. Readings and lectures will focus on seven countries: Burma, Indonesia, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. The course centers on three main themes: comparing the countries in the region with respect to political change and political systems, the Vietnam War, and counter-terrorism since 9/11. By the end of the course, students will have a better understanding of politics in the region and
acquire theoretical tools for analyzing politics there.

**Style:** 30% Lecture, 20% Film/Video, 30% Discussion, 20% Small Group Activities.

**Grading:** 29% mid exam, 29% final exam, 29% reports/papers, 13% class participation. I use a point system, with 100 points each for the midterm, final, and research paper and 50 points for class participation.

---

**Pol 4478W Contemporary Politics in Africa and the Colonial Legacy**

4 credit(s); 1054 or 3051 or non-pol sci grad or instr consent

Credit will not be granted if credit has been received for: POL 5478; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive

**Instructor:** Nimtz Jr, August H

**Description:** What explains the crisis that Africa finds itself in today? What explains "ethnic" tragedies such as Darfur, Somalia or Rwanda? Why has Africa had such difficulty in feeding itself? Why has there been a decline in economic development for the last decade or so? If the "socialist" path to development has proven to be bankrupt then why has the capitalist course also been difficult to realize? Has a genuine revolution unfolded in South Africa and if so what kind? At the end of this course you should be in a position to give informed answers to these and other such questions. This course intends to introduce you to the political systems of sub-Saharan Africa with some attention to North Africa. Among the topics that you will examine are traditional or pre-colonial political systems, the impact of colonial rule, the reaction to colonialism and the rise of nationalism, the politics of economic development in independent Africa, and the liberation of southern Africa. An underlying assumption of the course is that the current crisis in Africa cannot be explained without an understanding of Africa's history—before independence in the 1960s and before colonial rule at the end of the 19th century. Therefore, about half of the course will focus on events leading up to independence. Another basic assumption is that Africa's reality can only be understood within global perspective. How that came to be will also be a focus of the course. Finally, as there are some 50 different countries on the African continent, it would be unrealistic to expect a fourteen-week course to adequately address each political system. Thus, the emphasis will be on themes and issues that affect the majority of countries. There will of course be exceptions to this, particularly in the case of South Africa which will occupy a significant portion of the course.

---

**Pol 4481 Governments and Markets**

3-4 credit(s), max credits 4, 1 completion allowed; 1054 or instr consent

Credit will not be granted if credit has been received for: POL 5481;

**Instructor:** Freeman, John Roy

**Description:** This course addresses the question of whether democracy and markets are compatible, whether democratic institutions enhance (undermine) the workings of market institutions and vice versa. Competing theoretical perspectives in the field of political economy are critically evaluated. And the experiences of countries with different forms of democratic market system are studied. Among the topics singled out for in-depth investigation are the economics of voting, politics of money management, political business cycles, and the politics of trade.

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

---

**Pol 4487 The Struggle for Democratization and Citizenship**

4 credit(s);

**Instructor:** Nimtz Jr, August H

**Description:** The setting for this course is the mounting effort on the part of states and a variety of social forces to roll back the historic gains of the world-wide democratic movement—from anti-immigrant campaigns (in both fascist and non-fascist clothing) that would limit citizenship rights to efforts that undermine civil liberties in the guise of combatting terrorism. This takes place in a larger context in which increasing numbers of citizens feel disempowered and alienated from the state. As democracy and popular participation are central to citizenship the course traces the origins of the democratic process with particular emphasis on how the disenfranchised fought to become included. Both implicitly and explicitly it seeks to understand how that occurred in order to see if there are lessons of the past that might have applicability for the defense and extension of democratic rights today. To understand it was the disenfranchised who empowered themselves is in itself empowering. An underlying assumption of the course is that the inclusion of previously disenfranchised layers of society into the category of citizens is due to social struggles or the threat of such—an assumption to be examined in the course.

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

**Grading:** 25% mid exam, 50% final exam, 25% reports/papers.

**Exam Format:** Essay

---

**Pol 4492 Law and (In)Justice in Latin America**

A-F only, 3 credit(s);

**Instructor:** Hilbink, Lisa

**Description:** Although democracy is the dominant form of government in Latin America today, most Latin American countries still suffer from a weak rule of law. Across the region, free and fair elections are held on a regular basis and few formal barriers to participation exist, but most countries are still a long way from offering full citizenship rights for all. Even in some of the largest and most economically developed cases, governments are often ineffective at providing basic rights protection, and state officials can abuse their power with impunity. Legal and judicial institutions are often partisan, corrupt,
and/or inaccessible, leaving average citizens with no real recourse when their rights are violated. This course will examine, from various angles, how law and justice function in contemporary Latin America, highlighting similarities and differences within and between countries and issue areas. Students will reflect on and debate the causes behind the varied outcomes, as well as the effectiveness, actual and potential, of the different reform efforts that have been underway in the region since the 1980s. Specific topics to be addressed are transitional justice, judicial review, judicial independence, access to justice, criminal justice (including police, courts, and prisons), corruption, and non-state alternatives. Special attention will be paid to issues of race/ethnicity, class, and gender, as well as to what general lessons, if any, can be drawn from analyses of Latin American cases.

**Style**: 40% Lecture, 15% Film/Video, 20% Discussion, 10% Small Group Activities, 15% Student Presentation.

**Grading**: 20% mid exam, 20% final exam, 35% reports/papers, 10% in-class presentation, 15% class participation.

---

### Pol 4494W US-Latin American Relations

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

**Instructor**: Samuels, David Julian

**Description**: In this course we compare how different political science approaches to US foreign policy explain the dynamics of several historical and contemporary issues, including immigration, trade policy, relations with Cuba, the drug war, and relations with Venezuela. This class presupposes no particular knowledge about US foreign policy, US-Latin American relations, or international relations theory. Particular attention is paid to the process of research and writing a lengthy term paper. Grades are based on up to eight short assignments (35%), an in-class oral presentation (15%), a research paper (35%), and class participation (15%). There are no exams.

**Style**: 35% Lecture, 35% Discussion, 15% Student Presentation, 15% Guest Speakers.

**Grading**: 35% reports/papers, 35% written homework, 15% in-class presentation, 15% class participation.

---

### Pol 4495 Politics of Family, Sex, and Children

**A-F only, 3 credit(s)**;

**Instructor**: Kelliher, Daniel R

**Description**: If you take this course you will confront contemporary fights over family, sex, and children. Here are the big questions: (1) Who controls sex? We will look at power in sexual relationships, sexual freedom & the state, and sexual elements in political ideologies. (2) Who should be allowed to make a family? We will do same-sex marriage, polygamy, and teenage childbearing. (3) What happens to children? We will look at countries with strong pro-child policies, but also at the dark side: child soldiers, child prostitutes, and sexual abuse of children by clergy. (4) What are the odds that your family will survive? Time to face up to financial crisis, bankruptcy, and divorce, and see the effects of taxation, social support for families, childcare, and family medical leave. (5) Do politicians care? We will see what policies actually help families, plus how political campaigns manipulate images of the family for their own ends. Got more questions about the class? Just ask me: kelliher@umn.edu

**Style**: 50% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities.

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

---

### Pol 4502W The Supreme Court, Civil Liberties, and Civil Rights

**3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive**

**Instructor**: Johnson, Timothy Russell

**Description**: This course deals with civil liberties in the United States and how the United States Supreme Court decides which rights and liberties get which protections, at which times. Specifically, our focus will be on the First Amendment, and the Right to Privacy. Special emphasis will be placed on how the Supreme Court defines, establishes, and protects these liberties through its interpretation of the Constitution.

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

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

**Exam Format**: Exam -- Hypothetical Questions

---

### Pol 4737W American Political Parties

**4 credit(s); 1001 or equiv or instr consent Credit will not be granted if credit has been received for: POL 5737; Meets CLE req of Writing Intensive**

**Instructor**: Goren, Paul Nurullah

**Description**: Political parties are the lifeblood of American politics. This course will examine the role parties play in the U.S. political system. Specifically, we will examine: (1) why political parties exist; (2) what the parties stand for and how that has changed over time; (3) what role they play in campaigns and elections; (4) the social bases of partisan identification; (5) how partisan ties shape citizens perceptions, judgments, and voting decisions; (6) how the parties behave in government; and (7) why there are no major third parties in the U.S.

---

### Pol 4766 American Political Culture and Values

**3 credit(s); Meets CLE req of Civic Life and Ethics**

**Instructor**: Rahn, Wendy Marie

**Description**: Many foreign observers of American politics have emphasized the unique qualities of American democracy.
The exceptionalism of American politics has been traced to different institutions, historical experiences, values, and habits of the heart that distinguish the U.S. from other contemporary democratic countries. In an increasingly interconnected world and with rapidly changing demographics, does it still make sense to talk about a distinct American political culture? In what ways in the U.S. similar to or different from other advanced democracies? In this course, we will address these questions by weaving together both historical observations of American democracy with contemporary information on public opinion and public policy. Throughout, we will explore themes of unity and diversity in American political culture, using recent events, such as the passage of the Affordable Care Act, the presidential election of 2012, and the negotiations over the looming fiscal cliff, as settings in which elements of American political culture play out.

**Style:** 60% Lecture, 10% Film/Video, 10% Discussion, 10% Small Group Activities, 10% Student Presentation.

**Grading:** 20% mid exam, 20% final exam, 30% reports/papers, 10% attendance, 10% in-class presentation, 10% class participation.

---

**Pol 4878W Israeli-Palestinian Situation**

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

**Instructor:** Sampson III, Martin Wright

**Description:** Examines the issue in its familiar Israelis vs Palestinians mode, looking at each side’s basic narrative and the historical and political factors surrounding those narratives. The course also draws on recent literature from both communities that challenges the basic narrative of the writer’s own community. Some attention is paid to political-psychological ideas about conflict and reconciliation. The course asks how the domestic political structures and politics of each community relate to the prospects for peace. Much of the assigned reading is by Israelis or Palestinians. Writing activities in the course support (a) student thinking about the subject and (b) student development of the required course paper. Compiled into a course writing portfolio these items meet the Department of Political Science major project requirement. This is a writing enriched course.

**Style:** 60% Lecture, 20% Discussion, 20% Small Group Activities.

**Grading:** 20% mid exam, 30% final exam, 40% reports/papers, 10% other evaluation.

**Exam Format:** A study guide appears a week before the exam or the test date. The test and the exam include a choice of short questions and a large essay. The guide includes possible essay questions, of which one appears on the test and one or two on the final exam.

---

**Pol 4885W International Conflict and Security**

4 credit(s); Credit will not be granted if credit has been received for: POL 5885; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive

**Instructor:** Jutila, Matti Antero

**Description:** This course offers students a broad perspective on international security. We will discuss the role of military force in super power relations, changing nature of warfare and intra-state conflicts. In addition to these traditional military security concerns, the course will also familiarize students with the post Cold War widening and deepening of the agenda of security studies. Deepening refers to questioning of ‘whose security? are we concerned with. In addition to state security we will focus on security of, for example, individuals and ecosystems. With the introduction of a range of new referent objects to security studies, the agenda also widened to cover security issues centering on the environment, health, and transnational crime. The course presumes that students are already familiar with the main theoretical approaches to international relations, but we will also survey and revisit key theoretical concepts that might aid in our understanding of security and related issues in world politics. By the end of the course, students should be familiar with the manifold dynamics of international security, and the politics involved in these dynamics. Class Time: 2/3 Lecture, 1/3 other, including discussion, video and small group activities. Work Load: 100-130 pages reading per week, 12 pages writing per term, 2 exams, 3-4 papers. Grade: 20% mid exam, 30% final exam, 40% reports/papers, 10% class participation.

---

**Pol 4887 Thinking Strategically in International Politics**

A-F only, 3 credit(s);

**Instructor:** STAFF

**Description:** This course surveys current theories of international relations, and introduces students to elementary game theory. Major topics include the causes of war, the conditions for international cooperation, and the role of international institutions. By the end of the semester, students will be expected to: 1. Understand the relevant international relations literature; 2. Understand simple game-theoretic techniques; 3. Critically analyze theories of international politics; and 4. Understand the general scientific method of theory building and empirical testing. Possible textbooks: Kenneth N. Waltz. 1954. Man, the State, and War; Waltz, Kenneth N. Theory of International Politics; Bruce Bueno de Mesquita, 2000. Principles of International Politics.

**Style:** Lectures and discussions after each homework is graded.

**Grading:** 30% mid exam, 40% final exam, 10% class participation, 20% other evaluation. homework

**Exam Format:** Multiple choice, essay, and short answer are all possible.

---

**Pol 4900W Senior Paper**

A-F only, 1 credit(s); Meets CLE req of Writing Intensive

**Instructor:** STAFF
Pol 8060 Research Proseminar in Political Science
S-N only, 2 credit(s), max credits 8, 4 completions allowed;
Instructor: Karch, Andrew Jonathan
Description: Student may contact the instructor or department for information.

Pol 8107 Quantitative Political Science II
A-F only, 3 credit(s);
Instructor: Federico, Christopher Michael
Description: Student may contact the instructor or department for information.

Pol 8120 Core Course in Political Methodology: Modeling Political Processes
3 credit(s);
Instructor: Freeman, John Roy
Description: Student may contact the instructor or department for information.

Pol 8160 Topics in Models and Methods: Political Experiments: Design and Analysis - II
1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Freeman, John Roy
Description: Student may contact the instructor or department for information.

Pol 8160 Topics in Models and Methods: Multilevel Modeling
1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Freeman, John Roy
Description: Student may contact the instructor or department for information.

Pol 8160 Topics in Models and Methods: Theories and Models of Political Economy
1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: Ansell, Benjamin William
Description: Student may contact the instructor or department for information.

Pol 8201 Understanding Political Theory
3 credit(s), max credits 4, 1 completion allowed;
Instructor: Luxon, Nancy
Description: Student may contact the instructor or department for information.

Pol 8253 Late Modern Political Thought
3 credit(s);
Instructor: Beaumont, Elizabeth
Description: Student may contact the instructor or department for information.

Pol 8305 Interest Groups and Social Movements
3 credit(s);
Instructor: Strolovitch, Dara
Description: This graduate seminar engages theoretical and empirical work on the role of interest groups and social movements in American politics and policy-making processes. Some of the topics that we will cover include: theories of interest group and social movement formation, maintenance and decline; how interest groups and social movements attempt to influence public policy; the impact of interest groups and social movements; lobbying; the relationships between interest groups and the three branches of the federal government; interest groups, elections, campaign finance, PACs, and 527s; and the effectiveness of interest groups and social movements as agents of democratic representation. These topics reflect the multi-faceted and interdisciplinary subject area itself, which brings together behaviouralist and institutionalist foci, empirical and normative approaches, qualitative, quantitative, and theoretical methods, and materials from a range of disciplines and subfields in Political Science, Sociology, History, and Policy Studies. While we will examine a wide-range of groups and movements, the course will emphasize those that aim to represent marginalized groups, such as women, LGBT people, racial and ethnic minorities, and low-income people. We begin the course with a brief introduction to the state of the subfield. We then turn to some golden oldies of thinking and research on group politics in the US, discussing, for example, the role of groups in early ideas about US politics and the rise of pluralism as the dominant paradigm. Next,
we move on to a range of critiques of pluralist approaches. After laying the conceptual and theoretical groundwork, we address empirical questions about interest groups and social movements: What do they do? How do they try to influence public policy? Do they influence public policy? How can we tell? What distinguishes interest groups from social movements, political parties, and other forms of collective action? We conclude by considering American Political Development and exploring whether theories and models of American interest groups and social movements ?travel? to other countries and to transnational politics.

Pol 8308 Proseminar in Political Psychology II
S-N only, 2 credit(s); Grad pol sci major or pol psych minor or instr consent Credit will not be granted if credit has been received for: PSY 8212;
Instructor: Lavine, Howard G
Description: Student may contact the instructor or department for information.

Pol 8311 Political Psychology and Socialization
A-F only, 3 credit(s);
Instructor: Lavine, Howard G
Description: Student may contact the instructor or department for information.

Pol 8402 International Security
3 credit(s);
Instructor: Krebs, Ronald R
Description: Student may contact the instructor or department for information.

Pol 8460 Topics in International Relations: Theories and Models in Political Economy
3 credit(s), max credits 6;
Instructor: Ansell, Benjamin William
Description: Student may contact the instructor or department for information.

Pol 8460 Topics in International Relations: Civil Society: Transnational and Local
3 credit(s), max credits 6;
Instructor: Ron, James
Description: This graduate course reviews some of the most important works written on transnational (or global) civil society. We begin with a handful of classics from the 1990s, including Alison Brysk's work on the Argentinian human rights movement and its transnational supporters (1994) and Keck and Sikkink's widely cited work on "activists beyond borders" (1998). Then, we move into more contemporary work, including material published in the early part of this millenium (eg, Cliff Bob's 2005 work, "The Marketing of Rebellion," ) as well as brand new, hot-off-the-press work such as Sarah Stroup's 2012 book on INGOs and national character ("Borders Among Activists"), and Charli Carpenter's forthcoming volume, "Lost Causes: Agenda Setting and Agenda Vetting." Three of these authors will visit us during the semester to give lectures in the department, meet with students during seminar and, hopefully, in private meetings for those particularly interested in their work. These include Neera Chandhoke ("Conceits of Civil Society, "), Charli Carpenter ("Lost Causes") and Mark Anner ("Solidarity Transformed: Labor Responses to Globalization and Crisis.") The course seeks to give graduate students a thorough grounding in the relevant literature, theories, debates, and methods. Although we obviously won't cover even a fraction of the field's total output, you will be familiar with some of the key debates and works, giving you a good start for a relevant project of your own. Each week, students will write a 500-page "book report," and debate the readings in class. Once a semester, you'll also present your book report orally to class. Your final project will either be a 3,000 word book review of all the works we read, or a 3,000 word literature review for an empirical paper/dissertation project of your own. For more details about your instructor, please visit www.jamesron.com

Pol 8660 Topics in Comparative Politics: Law and Courts
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Hilbink, Lisa
Description: Student may contact the instructor or department for information.

Pol 8660 Topics in Comparative Politics: Religion and Politics
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Collins, Kathleen A
Description: Student may contact the instructor or department for information.
Port 1102 Beginning Portuguese
5 credit(s);
Instructor: STAFF
Style: 15% Lecture, 60% Discussion. in-class exercise
Grading: 15% mid exam, 25% final exam, 20% quizzes, 10% in-class presentation, 20% class participation, 10% other evaluation. compositions

Port 1104 Intermediate Portuguese
5 credit(s);
Instructor: STAFF
Description: Continuation of 1103. This intermediate level Portuguese language course focuses on the acquisition of basic skills (Speaking, Comprehension, Reading, and Writing). Cultural aspects: Brazil, Portugal, and/or Lusophone Africa.
Style: 15% Lecture, 60% Discussion. in-class exercise
Grading: 15% mid exam, 25% final exam, 20% quizzes, 10% in-class presentation, 20% laboratory evaluation, 10% other evaluation. compositions

Port 3001 Portuguese for Spanish Speakers
4 credit(s);
Instructor: STAFF
Description: Study of Portuguese based on student knowledge of Spanish (speakers of other Romance languages are allowed with instructor permission). Contrastive approach to the phonic and morpho-syntactic structures of Portuguese. Cultural components will focus on Brazil, Portugal, and/or Portuguese-speaking Africa.
Style: 20% Lecture, 60% Discussion. in-class writing
Grading: 15% mid exam, 20% final exam, 20% reports/papers, 10% quizzes, 15% in-class presentation, 20% class participation.

Port 3003 Portuguese Conversation and Composition
4 credit(s);
Instructor: STAFF
Description: This course will focus on grammar review through practical activities in order to encourage conversation. There will also be readings, films/videos, and discussions that will center on Brazilian and/or Portuguese, and/or Lusophone African cultures. The main objective is for students to improve all four language skills (comprehension, reading, speaking, and writing).

Port 3502W Global Portuguese: 1900-present
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Beal, Sophia Funkhouser
Description: Student may contact the instructor or department for information.

Port 3920 Topics in Lusophone Cultures
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Ferreira, Ana Paula
Description: Race and Miscegenation in Brazil This course aims to introduce students to racial thinking in Brazil, from the middle of the nineteenth century to the present, as the system of racial quotas has been pressing for the institutionalization of a black/white distinction that many Brazilians reject. Students will learn about the cultural representations, the social and anthropological concepts, and the ideological uses of racial ascriptions with attention to changing historical contexts. The course opens with and is framed by the traditional, nationalist thinking about race in Brazil surfacing in the debate surrounding racial quotas for Afro-Brazilians. We will then briefly go over the colonial period before focusing on how race and miscegenation are treated in the cultural invention of Brazil? in the nineteenth century and greater of the twentieth centuries. The main topics and periods covered are romanticism, indigenism, and the fiction of nation; abolitionism, naturalism, and whitening; modernism and the ideal of racial democracy; and the problem of forging a black consciousness in an officially mixed-race nation. The approach is historical and loosely comparative, bearing in mind dominant discourses on race and racial mixings and their appropriation in Brazil and elsewhere in Latin America. Course taught in Portuguese; a number of the readings are in English, but will be discussed in Portuguese. Spanish majors speak and write in Spanish; SpPt majors must use Portuguese. Reading journals with discussion questions required as basis for class participation; two oral and written reports; a final research paper.

Port 4102 Beginning Portuguese
2 credit(s);
Instructor: Dias, Dora Marujo
Port 4104 Intermediate Portuguese
2 credit(s);  
Instructor: Zhang, Xiaoxi
Description: Student may contact the instructor or department for information.

Port 5910 Topics in Lusophone Cultures and Literatures  
3 credit(s), max credits 9, 3 completions allowed;  
Instructor: STAFF
Description: Spring 2013 with Prof. Ferreira Women and Representation in Post/colonial Portuguese "This book is a silence: an interrogation," states Clarice Lispector's narrator in The Hour of the Star. Whose silences come forth in this and other texts written by women across different post/colonial spatiotemporal locations in Portuguese? How do their representations inscribe for posterity the embodied presences of those who, like Lispector's Macabea, "never had much to offer"? And why should those possessing some kind of "gift for making speeches" feel compelled to re/present feminine figurations of destitution in terms of a fractured witnessing, aiming at an impossible Real? In this course, we will tackle these and other theoretical questions by attending to the social, political and philosophical changes registered between the period after World War II; the end of authoritarian, repressive, colonialist regimes, in the 1970s and 1980s; and the emergence of women-inflected writings in liberal-democratic states where political disenchantment arguably prompts analysis and remembrance. Primary readings include the feminist, anti-colonial Novas Cartas Portuguesas; texts by Clarice Lispector, Carolina Maria de Jesus, Lygia Fagundes Telles, Lidia Jorge, and Paulina Chiziane. Selected secondary readings in history, philosophy, psychoanalysis and anthropology will also be required. Two review articles; class presentations and discussion mediation; and a literature review essay on a topic related to the course required of all graduate students. Requirements for any undergraduates taking the course will be slightly modified. Course taught in English.

Port 5910 Topics in Lusophone Cultures and Literatures  
3 credit(s), max credits 9, 3 completions allowed;  
Instructor: Ferreira, Ana Paula
Description: Spring 2013 with Prof. Ferreira Women and Representation in Post/colonial Portuguese "This book is a silence: an interrogation," states Clarice Lispector's narrator in The Hour of the Star. Whose silences come forth in this and other texts written by women across different post/colonial spatiotemporal locations in Portuguese? How do their representations inscribe for posterity the embodied presences of those who, like Lispector's Macabea, "never had much to offer"? And why should those possessing some kind of "gift for making speeches" feel compelled to re/present feminine figurations of destitution in terms of a fractured witnessing, aiming at an impossible Real? In this course, we will tackle these and other theoretical questions by attending to the social, political and philosophical changes registered between the period after World War II; the end of authoritarian, repressive, colonialist regimes, in the 1970s and 1980s; and the emergence of women-inflected writings in liberal-democratic states where political disenchantment arguably prompts analysis and remembrance. Primary readings include the feminist, anti-colonial Novas Cartas Portuguesas; texts by Clarice Lispector, Carolina Maria de Jesus, Lygia Fagundes Telles, Lidia Jorge, and Paulina Chiziane. Selected secondary readings in history, philosophy, psychoanalysis and anthropology will also be required. Two review articles; class presentations and discussion mediation; and a literature review essay on a topic related to the course required of all graduate students. Requirements for any undergraduates taking the course will be slightly modified. Course taught in English.

Postsecondary Teaching and Learning  
206 Burton Hall

PsTL 722 Introductory Algebra (Computer)
0 credit(s);  
Instructor: Robertson, Douglas Frederick
Description: A first course in algebra taught using computer-mediated instruction. You will learn new material using interactive multimedia computer software. There are no lectures. You will be on the computer 70% of each class period. The rest of the time you will be working on algebra problems, taking exams, and working individually with the instructor. This course is not self-paced; you must follow a set schedule for checkpoints, homework, and exams. Course covers concepts and procedures of elementary algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work with whole numbers, fractions, decimals, and percents. Course content includes real number (signed number) operations, equations, inequalities, absolute value, rectangular (x-y) graphs, systems, exponents, polynomials, factoring, rational expressions and equations, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 8. Homework assignments ask you to work 10-40 problems each class day. Testing includes daily checkpoints (one question mini-quizzes), several 50 minute closed-book exams and a two hour comprehensive final. Course prepares you for Intermediate Algebra, PsTL 0732.
PsTL 732 Intermediate Algebra (Computer)

0 credit(s); 4 cr equiv or grade of at least C in [0713 or 0717 or 0721 or 0722] or General Math Placement Test credit will not be granted if credit received for: 0618, 0625, 0631, 0731, 1443, 1444, 1445, 1446 Credit will not be granted if credit has been received for: PSTL 731;

Instructor: Robertson, Douglas Frederick

Description: A second course in algebra taught using computer-mediated instruction. You will learn new material using interactive multimedia computer software. There are no lectures. You will be on the computer 70% of each class period. The rest of the time you will be working on algebra problems, taking exams, and working individually with the instructor. This course is not self-paced; you must follow a set schedule for checkpoints, homework, and exams. Course covers concepts and procedures of intermediate algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work with expressions, equations, exponents, polynomials, factoring, rational expressions and equations, and graphs. Course content includes roots, radicals, linear, quadratic, exponential, and logarithmic functions, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 8. Homework assignments ask you to work 10-40 problems each class day. Testing includes daily mini-quizzes, four 50 minute closed-book exams and a two hour comprehensive final. Calculators are allowed. Course prepares you for Math 1031 College Algebra or Math 1051 Precalculus I, as well as PsTL 1004 Statistics and PsTL 1006 Mathematical Modeling and Prediction (all of which satisfy the CLE Mathematical Thinking requirement).

Style: 30% Discussion, 70% Web Based. Computer-mediated instruction, work individually, work one-on-one with instructor.

Grading: 50% mid exam, 30% final exam, 10% quizzes, 10% written homework.

Exam Format: Exams are problem oriented (e.g., Solve this equation).

PsTL 1004 Statistics

4 credit(s); Meets CLE req of Mathematical Thinking

Instructor: Loch, Suzanne Yvette

Description: This project-based course is an introduction to statistics that emphasizes problem solving and decision making through the collection, analysis, and interpretation of data. Course topics include the organization and presentation of data, summary statistics, sampling methodology, sampling distributions, probability, estimation, correlation, hypothesis testing, contingency tables, and chi-square analysis. The instructional approach includes the use of small active learning groups, computer statistics software, in-depth projects, writing assignments, demonstrations, and a lot of discussion and problem solving based on practical examples. Students learn how to analyze and interpret quantitative information, to use statistical thinking, and to communicate using the language of statistics. Students will develop a level of statistical literacy that enables them to critically assess information encountered in the media and other sources. This course will be of particular interest to undergraduate students who want to fulfill the CLE requirement in Mathematical Thinking and know that statistical thinking will complement their field of study.

Style: 40% Lecture, 9% Discussion, 50% Small Group Activities, 1% Student Presentation.

Grading: 20% reports/papers, 10% quizzes, 60% additional semester exams, 10% problem solving. The 10% of the course grade for problem solving involves course work done in the classroom - most assignments will be found in the course packet.

Exam Format: Exams are a combination of short answer questions, calculations and graphing, and multiple choice questions.

PsTL 1006 Mathematical Modeling and Prediction

3 credit(s); [Three yrs high school math or grade of at least C+ in [0731 or 0732]] or placement test score or instr consent Credit will not be granted if credit has been received for: MATH 1031; Meets CLE req of Mathematical Thinking

Instructor: Stottlemyer, Janet

Description: This course is a mathematical thinking course that primarily uses mathematical models to describe real world data and demonstrate the uses of mathematical manipulations. Data are described by a mathematical model and a graphical rendering. These models are then used to make predictions. Applications of linear, polynomial, exponential and logarithmic functions will be explored. Probability will also be introduced. Students will develop algebraic and critical thinking skills while observing and analyzing the behavior of real-world data. The foundations of counting and probability will be integrated into the modeling activities. When students have successfully completed this class, they will be able to develop, select, and fine-tune equations and use probabilities to represent a wide variety of situations using real world applications and applying a model to the data with mathematics, both equations and graphs. There will be lecture, computer assisted learning, computer demonstrations, individual in class work, and small group work in the class.

Style: 40% Lecture, 10% Laboratory, 10% Demonstration, 40% Web Based.

Grading: 20% final exam, 36% special projects, 8% quizzes, 8% written homework, 28% additional semester exams.
PsTL 1006 Mathematical Modeling and Prediction
4 credit(s); [Three yrs high school math or grade of at least C+ in [0731 or 0732]] or placement test score or instructor consent Credit will not be granted if credit has been received for: MATH 1031; Meets CLE req of Mathematical Thinking
Instructor: Staats, Susan K
Description: Students use algebra to create equations and graphs that describe real world data and situations. Students learn to use these mathematical models to make predictions, to evaluate error and to link observed phenomena with algebraic processes. The course focuses on applications of linear, polynomial, rational, exponential, logarithmic and logistic equations. In this section of 1006, students can complete about 15% of the class credit through service learning. The service learning component is optional, not required.

PsTL 1082 Integrated Learning in the Sciences
4 credit(s); Meets CLE req of Biological Sciences
Instructor: Osifuye, Shade Ashley
Description: This is a learner-centered introductory level course that guides you toward developing your own understanding of the preeminent principles of biology, including Ecology, Biodiversity, Evolution, Genetics, Cell Theory, and the Molecular Basis of Life. But, we strive to have you do so in the context of your own daily living, being ever mindful that all living things are connected in an intricate web of life, and that how you live your life affects the nature of that web. So, how do we begin? By asking questions and developing answers. Here's some questions we'll try to answer from a scientific point of view (and don't worry, you'll get to ask and answer your own questions as well). Who are you? Are we alone in the universe? Want to have a clone? Is there really such a thing as race? Are you only as smart as your genes? Is creationism an alternative to evolution? Is the earth warming? Are we creating a biodiversity crisis? Is social justice possible? How might a shark save my life? We will spend much of our time in the classroom working on small-group activities designed to develop answers to the questions based on what we already know (or think we do) and new knowledge that we are constructing. Sometimes there will be short (10-minute) lectures to help out with difficult concepts; and always we will take time to write about what we understand, how we came to understand it, and what we still don't understand. In the laboratory, you will work in cooperative pairs, focusing on the process of science; that is, how scientists go about observation, formulating questions, transforming the questions into hypotheses, testing the hypotheses, collecting data, organizing and interpreting the data, drawing conclusions, and communicating their work to the world. There is no dissection of organisms in this course.
Style: 20% Lecture, 20% Discussion, 30% Laboratory, 30% Small Group Activities.
Grading: 16% mid exam, 17% final exam, 16% special projects, 33% class participation, 33% laboratory evaluation. Lab scoring based on weekly quiz, lab reports, written homework, and one problem set.
Exam Format: Multiple choice

PsTL 1135 Essentials of Human Anatomy and Physiology
4 credit(s); Meets CLE req of Biological Sciences
Instructor: Jensen, Murray Stowe
Description: PSTL 1135, Essentials of Human Anatomy and Physiology, is a biological science course, with laboratory, designed to introduce college freshmen to scientific thinking and career exploration in health care, kinesiology, or other areas in the life sciences. The course is organized around body systems, e.g., the respiratory system, the nervous system, etc., and uses both fitness and disease, (e.g., diabetes, cancer, atherosclerosis, etc.) to introduce students to essential concepts in anatomy and physiology. The lecture section of the course does not meet in a lecture hall, but rather in an active learning classroom that features nine-person round tables. In this setting students will work in groups to solve problems and work on projects. In the laboratory, student engage in traditional dissections, e.g., brains, hearts, etc., perform inquiry-based exercises, and participate in other hands-on activities. Cooperative learning activities, e.g., cooperative quizzes, are used in both the lecture and the lab settings of the course. All students enrolled in PSTL 1135 will be required to read at least one, and maybe two books, such as "When the Air Hits Your Brain," outside of regular class time. The course will make considerable use of internet-based curricular materials. Please note, this is not the first semester of a two semester anatomy and physiology course, but rather a one semester survey course designed for freshman.
Style: 10% Lecture, 30% Discussion, 30% Laboratory, 20% Small Group Activities, 10% Student Presentation.
Grading: 30% final exam, 10% quizzes, 30% additional semester exams, 30% laboratory evaluation.
PsTL 1163 Physics by Inquiry
4 credit(s); Meets CLE req of Physical Sciences
Instructor: Hsu, Leon
Description: PsTL 1163 is an introductory physics course that tries to simulate the way scientists discover and create knowledge. The course is aimed at elementary education majors and non-science majors. About 95% of the class periods will be lab, rather than lectures. Students work in small groups to perform experiments, make observations, develop theories of how things work, and test those theories by performing further experiments. Students develop an understanding of physics concepts through doing it and talking about it with their peers and with the course staff. The goal of the course is not only to learn physics concepts, but knowing HOW we know them (what is the evidence for them), being able to apply them in new situations, and being able to explain them. There is a fair amount of writing involved in the course in terms of explaining one’s answers, but not in the sense of papers. The course places an emphasis on learning by thinking and doing.
Style: 5% Lecture, 95% Laboratory.
Grading: 20% final exam, 30% quizzes, 35% written homework, 10% journal, 5% other evaluation.

PsTL 1171 Earth Systems and Environments
4 credit(s); Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Lascu, Ioan
Description: 

PsTL 1204 Ways of Knowing in the Social Sciences
A-F only, 4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Detzner, Dan
Description: Ways of Knowing in the Social Sciences enables students to utilize the social science disciplines as a multidisciplinary lens for understanding major local, national, and international issues. The course is offered as completely on-line (spring semester) or as a hybrid with mostly on-line assignments and a few face to face classes (summer session). We will explore the diverse ways that Economics, Political Science, History, Sociology, Anthropology, Psychology, and Geography construct evidence and present knowledge by studying the local/global dimensions of immigration and globalization. The course examines major ideas, theories, and perspectives from each discipline while building an interdisciplinary understanding of the diversity and social justice dimensions of human migration and globalization. Students will learn about and practice social science research and presentation skills. Students interested in teaching or majoring in the social sciences gain useful information for choosing a major and teaching in a multidisciplinary field of studies. With a focus on experiential learning, students in this course will develop an interdisciplinary way of thinking that can be used to understand other major social issues.
Style: 25% Lecture, 40% Discussion, 10% Laboratory, 6 self designed field trip
Grading: 20% reports/papers, 40% quizzes, 10% in-class presentation, 10% class participation, 20% other evaluation. self designed field trips
Exam Format: multiple choice, 10 questions

PsTL 1204 Ways of Knowing in the Social Sciences
A-F only, 4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Woodbury, Shawn Michael
Description: Student may contact the instructor or department for information.

PsTL 1211 Multicultural Perspectives in Sociology
4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Kelly, Margaret Ellen Delehanty
Description: This course is an introduction to sociological thinking and methods of research. We will explore areas of human interaction that include socialization, culture, stratification and inequality (on the basis of race, class, and gender) social control, and social change. During the semester we will explore these and other topics in an overview of major ideas associated with classical and modern social thought. We will then apply the major ideas to the world around us, including our observations from our service learning site. The purpose of this course is to provide you with the basic tools to better understand (and question) our social world. Through the readings, we will contest everyday understandings of social issues to understand the ways in which different aspects of social life systematically differentiate by privileging and disadvantaged our participation in society. Service Learning will be required in this course.
Style: 30% Lecture, 30% Discussion, 30% Small Group Activities, 5% Student Presentation, 5% Service Learning.
Grading: 20% mid exam, 20% final exam, 20% reports/papers, 15% special projects, 5% written homework, 5% attendance, 5% reflection paper, 10% class participation.
Exam Format: multiple-choice

PsTL 1211 Multicultural Perspectives in Sociology
4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
PsTL 1246 Multicultural Contexts: Engaging Citizenship and Democracy

Instructor: Miksch,Karen L

Description: This course is designed as an introduction to sociological thinking and methods of research. Areas of study include socialization, culture, stratification and inequality (on the basis of race, class, and gender), social institutions (such as law, education, and the family) and social change. The purpose of this course is to provide you with tools to better understand (and question) our ideas and our social world and to come up with ways to work together with community groups to bring about social change. Students will conduct a service learning project in the community. This section of PsTL 1211 Multicultural Perspectives in Sociology is part of a learning community. Students enrolled in this section must also enroll in FSOS 2101: Preparation for Working with Families, taught by William Goodman. By linking these two courses in a learning community, students will have the opportunity to learn more about themselves and about the world around them by integrating a sociological, psychological, and family social science lens.

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

PsTL 1231 U.S. History: Multicultural Perspectives

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

Instructor: Stahl,Jason Michael

Description: PSTL 1231 is a collaborative learning experience where students are asked to see the American past as an ongoing conversation and debate -- one which is inherently tied to present-day political realities. Along with some traditional lecture, the bulk of the course is designed to facilitate discussion based on both primary and secondary sources. Students will read and discuss the meaning of historical documents authored by individuals and groups who have been marginalized from dominant American culture, society and politics. In addition to these primary source texts, students will gain a deeper understanding of the American past by analyzing interpretations of history by present-day historians. Through this work, students will gain a better understanding of the practice of history and a better understanding of what it has meant and what it means to be "American."

Style: 30% Lecture, 20% Film/Video, 25% Discussion, 25% Small Group Activities.

Grading: 75% reports/papers, 25% class participation. Grade is composed of: 4 Papers; In-Class Work

PsTL 1231 U.S. History: Multicultural Perspectives

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

Instructor: Poch,Robert Karl

Description: PSTL 1231 is a collaborative learning experience where students are asked to see the American past as an ongoing conversation and debate?one which is inherently tied to present-day political realities. Along with some traditional lecture, the bulk of the course is designed to facilitate discussion based on both primary and secondary sources. Students will read and discuss the meaning of historical documents authored by individuals and groups who have been marginalized from dominant American culture, society and politics. In addition to these primary source texts, students will gain a deeper understanding of the American past by analyzing interpretations of history by present-day historians. Through this work, students will gain a better understanding of the practice of history and a better understanding of what it has meant and what it means to be "American.? 

Style: 45% Lecture, 10% Film/Video, 25% Discussion, 20% Small Group Activities.

Grading: 75% reports/papers, 25% class participation. Grade is composed of: 4 Papers; In-Class Work

PsTL 1246 Multicultural Contexts: Engaging Citizenship and Democracy

3 credit(s);No CLA studentsCredit will not be granted if credit has been received for: PSTL 1235W;Meets CLE req of Civic Life and Ethics; meets CLE req of Social Sciences

Instructor: Peter,Gary E

Description: The Greeks defined the term "citizen" as a person who was knowledgeable and engaged in society and politics. The central question we will explore in this course is how to be an engaged citizen in a multicultural democracy. Using multiple lenses of history, law, psychology and sociology, this course, examines the role of individuals and groups in shaping the nature of citizenship and public ethics in U.S. society. Using social science texts, historical narratives, literature, and legal cases, the course explores the nature of legal and personal responsibility with particular attention to race, class, gender and civil rights. In addition, to learn how the adversarial system works (or doesn't work!) all students will participate in a full mock jury trial.

Style: 25% Lecture, 5% Film/Video, 25% Discussion, 20% Small Group Activities, 20% Student Presentation, 5% Guest Speakers.

Grading: 45% reports/papers, 5% quizzes, 10% written homework, 25% in-class presentation, 15% class participation.

PsTL 1246 Multicultural Contexts: Engaging Citizenship and Democracy

3 credit(s);No CLA studentsCredit will not be granted if credit has been received for: PSTL 1235W;Meets CLE req of Civic Life and Ethics; meets CLE req of Social Sciences

Instructor: Miksch,Karen L

Description: The Greeks defined the term ?citizen? as a person who was knowledgeable and engaged in society and politics. The central question we will explore in this course is how to be an engaged citizen in a multicultural democracy.
PsTL 1281 Principles of Psychology
4 credit(s); Have not received college credit for intro psych; No CLA students w/ 60+ credits
Credit will not be

PsTL 1251 Global History and Culture
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Stahl, Jason Michael
Description: This course focuses on understanding the driving forces of change which have been most consequential for global societies in the twentieth century. Along with some traditional lecture, the bulk of the course is designed to facilitate discussion based on both primary and secondary sources. Students will read and discuss the meaning of historical documents that highlight forces of global change such as social movements, religion, and competing economic systems. In addition to these primary source texts, students will gain a deeper understanding of the global past by analyzing interpretations of history by present-day historians. Through this work, students will gain a better understanding of the practice of history and a better understanding of what it has meant to live in the twentieth century.
Style: 15% Lecture, 25% Film/Video, 30% Discussion, 30% Small Group Activities.
Grading: 75% reports/papers, 25% class participation. 4 papers; in-class activities.
Exam Format: No exams

PsTL 1251 Global History and Culture
4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Arendale, David R
Description: This Course Fulfills Two Graduation Requirements: CLE Diversified Core: Historical Perspectives CLE Designated Theme: International Perspectives Textbook: None. Use free online articles and audio files Course Overview This course examines the 20th and 21st centuries to examine ideas that influenced development of global, political, social, and economic systems. This course explores world civilizations by placing historical events, customs and cultures in a global context. Use of historical documents, computer resources, historical simulations, texts, film documentaries, small group discussions, and lecture presentations are create a comprehensive view of major world cultures. This course provides a balanced exploration of world history during the past 100 years. The course develops major concepts such as nationalism, democracy, colonialism, liberalism, socialism, communism, and fascism while tracing their impact on Europe, Asia, Africa, and the Americas. Major questions include: What are the forces that guide history as it unfolds? How does today's news headlines connect with the past? Is it possible to predict the near future and make personal plans as a result? Exploring these questions helps to make sense out of history and connect "then and now." Current events include ethnic conflicts, the breakup of the Soviet Union, the modernization of Japan, China, and India, Arab/Israeli disputes, nation building in Africa, neo-colonialism and trade dependence in developing countries. Technology: The Moodle companion web site is the go to place for downloading readings, listening to audio files, and watching video files assigned to the class. There is no textbook to purchase. Instead, it has been replaced with free online materials. All critical course materials (study guides, lecture outlines, readings, information links) are available here. An additional feature of this course is integrating the use of blogs, wikis, and podcasting into the course. As a class we construct a weekly audio podcast that features a review of the history topics as well as include music selected by students. Check out the podcast at http://thenandnow.org It can be subscribed through iTunes. You can also sample the podcast by clicking on the web link on that web page. Also, the class will construct online its own study guide for the major exams. Check out the website at http://myworldhistory.org There are other history simulations and media activities we engage and use. Final Words History is all around us. We observe it as well as help to create it. The only way to study history is to hold your class notes in one hand and today's newspaper in the other. This class is about creating connections among what we read in class with today's newspaper headlines. It is about making sense out of a world that sometimes seems not to make very much sense at all. I hope that you decide to join us in the class.
Style: 45% Lecture, 15% Film/Video, 15% Discussion, 20% Small Group Activities, 2% Field Trips, 3% Web Based.
Grading: 20% mid exam, 20% final exam, 10% reports/papers, 10% special projects, 10% quizzes, 20% additional semester exams, 5% reflection paper, 5% class participation. Study guides for major exams created by students in the class and also provided by the course instructor. Also the course instructor and the enrolled students coproduce a weekly podcast that reviews the textbook chapter and class lectures.
Exam Format: Major exams have three parts: matching vocabulary, multiple-choice, and essay questions.

PsTL 1281 Principles of Psychology
4 credit(s); Have not received college credit for intro psych; No CLA students w/ 60+ credits
Credit will not be
PsTL 1366 Literatures of the U.S.: Multicultural Perspectives
3 credit(s);No CLA studentsCredit will not be granted if credit has been received for: PSTL 1365W;Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature
Instructor: Rojas Collins, Molly C
Description: This course uses a range of interactive activities and assignments to critically engage students with a variety of forms of literature that explore the diversity of experience and identity amongst individuals and communities in the United States. Through collaborative and interactive work with literary texts, students investigate the ways that literature works to illuminate power, privilege, and identity in society at the same time that it invites us to probe our own position and experience within that society. Students study formal elements of literature, the social and political contexts that shape and inform the literature, and consider their own experience in relation to these constructs. Through this work, students develop a deeper understanding of the meaning and function of literature as a way of engaging critical and creative perspectives on the human experience.

PsTL 1312 Creating Identities Through Art and Performance
4 credit(s);Meets CLE req of Arts/Humanities
Instructor: Dorsey, Heather Jane
Description: Creating Identities Through Art and Performance provides instruction, practice and delivery in creating and exploring art in different mediums. Through theatrical texts, performances, painting, photography, film, music and sculpture, we will explore personal, social, and cultural identities. By creating art, you gain first-hand experience in thinking like an artist, and by critiquing your own and others' artwork, you gain first-hand experience in thinking like a critic. There are no prerequisites for this course. You do not need previous art or performance experience to do well. In this course, you will examine concepts such as place, self, and identity. We will examine our collective stories and shared experiences by attending live performances, museums, tours, and other experiential activities.

PsTL 1312 Creating Identities Through Art and Performance
4 credit(s);Meets CLE req of Arts/Humanities
Instructor: Buturian, Linda J
Description: "Creating Identities through Art and Performance" is an introductory course that both analyzes and creates art in order to experience how different genres of art reveal social and cultural themes that shape identity. Students will be reading and reflecting on short stories, digital stories, plays, poetry, film, music, and photography. Students will also create multimedia projects which reflect their identity through some combination of text and images.
Style: 40% Lecture, 10% Film/Video, 10% Discussion, 5% Small Group Activities, 5% Student Presentation, 10% Demonstration, 10% Studio, 5% Guest Speakers, 5% Web Based.
Grading: 20% reports/papers, 20% special projects, 10% written homework, 10% attendance, 10% reflection paper, 20% in-class presentation, 10% class participation.

PsTL 1312 Creating Identities Through Art and Performance
4 credit(s);Meets CLE req of Arts/Humanities
Instructor: Frederickson, Tina
Description: PsTL 1312 is an arts and humanities course that provides you with the opportunity to create, analyze, and understand how the creative process can reveal our cultural identity as an individual and as a community. This particular section of 1312 helps you explore identity and the creative process by focusing on developing an understanding and appreciation of the performing arts (theatre arts, interpretation of literature, storytelling/spoken word) from the perspective of critical viewer and creative participant. To that end, however, there is much overlap from other artistic mediums such as creative writing, visual art, dance, and music to infuse and enrich the creative experience as we explore the theme of identity. No prior experience in any particular artistic medium is needed, only the ability to be open and receptive, willing to explore and release your creative artistic voice.
Style: 5% Lecture, 5% Film/Video, 15% Discussion, 15% Small Group Activities, 20% Student Presentation, 15% Field Trips, 15% Studio, 5% Guest Speakers, 5% Web Based. 2 out-of-class field trips, paid for by the course fee.
Grading: 20% reports/papers, 10% special projects, 20% written homework, 10% attendance, 10% journal, 20% in-class presentation, 10% class participation.

PsTL 1281 is an introductory psychology course. It is equivalent to Psy 1001 and introductory psychology courses offered at other colleges and universities. You should not take this course if you have already received college credit for introductory psychology. The course includes content required for future study in psychology, business, education and health sciences. The content of the course includes terminology, theories and the results of research from the major areas of research and practice including sensation, perception, cognition, motivation, emotion, learning, personality, abnormal behavior, therapeutic practices, health and social behavior.
Style: 50% Lecture, 25% Small Group Activities. 25 quizzes
Grading: 15% final exam, 5% reports/papers, 60% quizzes, 10% written homework, 10% attendance.
Exam Format: multiple choice
PsTL 1366 Literatures of the U.S.: Multicultural Perspectives
3 credit(s); No CLA students Credit will not be granted if credit has been received for: PSTL 1367W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature
Instructor: Hyland, Ezra St
Description: Introduction to U.S. literatures is designed to raise a range of questions about American identity within broad social, historical, political, and literary contexts while highlighting the diversity of form, perspective, and style in U.S. literature. Course emphasizes literary analysis, fostering student development of critical analysis and interpretation through close reading of texts, class discussion, and formal and informal writing assignments.

PsTL 1366 Literatures of the U.S.: Multicultural Perspectives
3 credit(s); No CLA students Credit will not be granted if credit has been received for: PSTL 1367W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature
Instructor: Harrison, K.C.
Description: PsTL 1366 004: This course offers you the opportunity to participate in a Learning Community with students enrolled in both this class and PsTL 1246 Multicultural Contexts: Engaging Citizenship and Democracy. We will read novels, poetry, and plays that engage American society and law, including themes of justice, race, incarceration, violence and healing. What happens when a woman’s deeply-felt tribal beliefs lead her to violate U.S. law? Is there any salvation for a man wrongly accused, sentenced to die in the electric chair? How does racial prejudice affect the legal process? What kinds of personal transformations can occur in prison? What do stories of incarceration have to teach us about freedom? We will consider these questions and others that emerge as you develop your skills of reading and interpretation. Expect to participate in an active classroom that requires sharing your opinions, observations, and insight, as well as listening and responding to others. PsTL 1366 007: “Voices of American Literature.” Do you like listening to stories? This innovative course introduces American Literature by ear. Using free podcasts of short stories (also available on CD), together we will hone our skills of literary analysis through listening comprehension. This course aims to help you develop an aural appreciation for literature, as well as the skills to interpret the media noise that surrounds us. Expect to contribute your voice to an active classroom. You will create your own podcasts responding to the stories you hear. Grading will include daily quizzes, class presentations and participation, Moodle forum posts, and podcasting projects. Grading: 15% reports/papers, 25% quizzes, 30% written homework, 30% in-class presentation. 3-absence maximum.

PsTL 1367W Literatures of the World: International Perspectives
4 credit(s); No CLA students Credit will not be granted if credit has been received for: PSTL 1368; Meets CLE req of Global Perspectives; meets CLE req of Literature; meets CLE req of Writing Intensive
Instructor: Hodne, Barbara Downs
Description: Literature works in particular ways to teach, entertain, inspire and challenge. This course will introduce you to literature as one way that people explore human experience: by telling stories. We will read prose, poetry, drama, and graphic stories that comment on the challenges, issues and questions in contemporary international societies. We will approach literature as an experience itself, one that illuminates worlds around us while also inviting us to more deeply understand ourselves. In this class you will work at developing a deeper understanding of the ways that stories work. As readers we bring our particular experiences, ideas, and assumptions about the world to the act of reading and these influence our responses to the text. As literary scholars and critical thinkers, we will practice identifying particular writing strategies that authors use and to understand how these, too, shape the meaning we take from the text.
Style: 15% Lecture, 30% Discussion, 20% Small Group Activities, 35% Student Presentation.
Grading: 60% reports/papers, 30% quizzes, 4% in-class presentation, 6% class participation. Papers: The first two papers (3-5 pages) will be expanded, revised versions of your exam essays. Paper 3 will not have an exam draft, so you will write that one more independently.
Exam Format: Exams will have two sections: 1) a matching section completed in class to test your knowledge of the stories, key terms and historical timeline; and 2) a take-home essay.

PsTL 1368 Literatures of the World: International Perspectives
3 credit(s); No CLA students Credit will not be granted if credit has been received for: PSTL 1367W; Meets CLE req of Global Perspectives; meets CLE req of Literature
Instructor: Hodne, Barbara Downs
Description: This course uses a range of activities and assignments to critically engage students with a variety of forms of literature that explore the dynamics of human relationships and social change in global contexts. Through collaborative and interactive work with literary texts, students investigate the ways that literature works to illuminate individual struggles and the relationship of these struggles to larger global social forces. Students study formal elements of literature, the social and political contexts that shape and inform our reading of literature in international settings, and consider their own experience in relation to these constructs. Through this work, students develop a deeper understanding of the meaning and function of literary works and of the global society in which we live. Students gain an appreciation of how literature engages and represents the human experience in creative and critical ways.
Style: 10% Lecture, 60% Discussion, 30% Student Presentation.
PsTL 1368 Literatures of the World: International Perspectives
3 credit(s); No CLA students
Credit will not be granted if credit has been received for: PSLT 1367W; Meets CLE req of Global Perspectives; meets CLE req of Literature
Instructor: Cory, Kris
Description: In this course students will read novels from different parts of the world that share a focus on the experience of young people as they enter into the adult world. We will use these novels as a basis for exploring the ways that literature works and the work it does, drawing us deeper into ourselves and also further into the world around us. Course work will center around small and large group discussions and activities and various formal and informal written assignments, including exams.
Style: 20% Lecture, 40% Discussion, 40% Small Group Activities.
Grading: 20% mid exam, 40% final exam, 30% reports/papers, 10% special projects, 10% quizzes, 10% in-class presentation, 10% class participation.

PsTL 1368 Literatures of the World: International Perspectives
3 credit(s); No CLA students
Credit will not be granted if credit has been received for: PSLT 1367W; Meets CLE req of Global Perspectives; meets CLE req of Literature
Instructor: Jehangir PhD, Rashne Rustom
Description: Student may contact the instructor or department for information.

PsTL 1368 Literatures of the World: International Perspectives
3 credit(s); No CLA students
Credit will not be granted if credit has been received for: PSLT 1367W; Meets CLE req of Global Perspectives; meets CLE req of Literature
Instructor: Buturian, Linda J
Description: In PsTL1368, "Literatures of the World: International Perspectives," students will be introduced to short stories, poems, and novels from writers across the globe, written primarily during this current century. We will also listen to music and view art and films that help us to understand the cultures, landscapes, and political conditions that shape these texts. Students will become familiar with literary terms and analysis, and will engage with the stories in ways that enrich their own lives, as well as introduce them to other traditions and cultures. Students will meet in face-to-face classes several times throughout the semester, and the rest of the coursework will occur online. The community of learners that will emerge in the face-to-face classes will continue virtually through interactive, engaged assignments.
Style: 10% Lecture, 5% Film/Video, 5% Discussion, 10% Small Group Activities, 10% Student Presentation, 60% Web Based. This is a hybrid course, which means it is a combination of face-to-face classes and online (web-based) classes.
Grading: 15% mid exam, 15% final exam, 10% reports/papers, 10% quizzes, 10% written homework, 10% attendance, 5% reflection paper, 15% in-class presentation, 10% class participation.

PsTL 1368 Literatures of the World: International Perspectives
3 credit(s); No CLA students
Credit will not be granted if credit has been received for: PSLT 1367W; Meets CLE req of Global Perspectives; meets CLE req of Literature
Instructor: Harrison, K.C.
Description: "Literatures of the Islamic World" This course explores the diverse array of prose, poetry, and drama produced by Muslims across a wide geographical and historical range. We begin with the questions ?What is Islam?? and ?What is the Islamic World?? reading from the Qur?an and work of Islamic scholars. We read medieval lyric poetry and stories from The Thousand and One Nights in addition to contemporary poetry and short stories from Syria, Egypt, and Pakistan. We will consider common threads through ancient and modern writing, as well as the changes reflective of more recent political dynamics such as postcolonialism. Our final readings examine the experiences of Muslim Americans post-9/11, inviting students to compare the rich vision of the Islamic World gained through the course to portrayals by U.S. media and law enforcement. In this course you will develop skills of literary analysis and interpretation, enhance your spoken and written communication, and engage with diverse perspectives. Expect to participate in an active classroom; classes rely on student discussion and group activities. Grading is based on reading quizzes and exams, Moodle forum participation, short writing assignments, presentation and participation.

PsTL 1371 Reading Short Stories
3 credit(s); Meets CLE req of Literature
Instructor: Rojas Collins, Molly C
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Current short story format from diverse communities within North America, Africa, the Caribbean, and Europe. Emphasizes written literature inspired by oral "storytelling," storytelling as "theatre," and storytelling as communal endeavor.
Style: 100% Web Based.
Grading: See attached syllabus
PsTL 1461 Multicultural Perspectives in Public Speaking
3 credit(s); No CLA students w/ 60+ credits credit will not be granted if credit received for: COMM 1101, COMM 1101H, GC 1461 Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Trites, Jill K
Description: Students are introduced to the field of public speaking by studying basic communication theories of communication, examining and analyzing the complicated process that is communication; and demonstrating that, through conscious choices, one can significantly impact the effectiveness of communication. This course meets the CLE theme of Civic Life and Ethics, so the framework of the class will be analyzing communication from an ethical perspective. Students will be presenting several individual speeches (personal narrative, career speech, speech of belief, informative speech) and a group persuasive speech. All formal speeches will be recorded so that students can review their presentations. The required textbook is a free, open web-based book, so students do not have to purchase a regular textbook at the bookstore. Students will need to have daily access to the Internet (UM computer labs are great) to utilize the various technologies we will utilize in the course, including Presi, VideoANT, and Moodle.
Style: 20% Lecture, 20% Discussion, 10% Small Group Activities, 45% Student Presentation, 5% Web Based.
Grading: 20% quizzes, 15% written homework, 55% in-class presentation, 10% class participation.
Exam Format: Students have choice of taking the quizzes in two formats: (A) multiple-choice and true/false, or (B) essay.

PsTL 1461 Multicultural Perspectives in Public Speaking
3 credit(s); No CLA students w/ 60+ credits credit will not be granted if credit received for: COMM 1101, COMM 1101H, GC 1461 Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Dorsey, Heather Jane
Description: The purpose of this course is to introduce the student to the field of Speech Communication; to show basic theories of communication; illustrate the complicated process that is communication; and demonstrate that, through conscious choices, the student can significantly impact the effectiveness of communication. This course will aid the student in the development of communication skills and allows for assessment of personal strengths, weaknesses and barriers to communication. This, ultimately, will prepare the student to be a better communicator.

PsTL 1461 Multicultural Perspectives in Public Speaking
3 credit(s); No CLA students w/ 60+ credits credit will not be granted if credit received for: COMM 1101, COMM 1101H, GC 1461 Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Kelly, Margaret Ellen Delehanty
Description: Students develop fundamental skills, knowledge, and abilities to confidently communicate their thoughts and ideas to others in a public forum. Students prepare and present a series of informative and persuasive speeches on socially significant topics in multicultural contexts. Because public speaking is a skill that requires practice, students will have the opportunity to give a variety of speeches throughout the semester. Students will review their speeches via video recording. Both speaking and reviewing of speeches is designed in a way to help students overcome fear of public speaking. Special focus on ethics, citizenship, voice, language.
Style: 15% Lecture, 5% Film/Video, 20% Discussion, 20% Small Group Activities, 40% Student Presentation.
Grading: 10% special projects, 20% reflection paper, 50% in-class presentation, 20% class participation.

PsTL 1461 Multicultural Perspectives in Public Speaking
3 credit(s); No CLA students w/ 60+ credits credit will not be granted if credit received for: COMM 1101, COMM 1101H, GC 1461 Credit will not be granted if credit has been received for: WRIT 1223; Meets CLE req of Civic Life and Ethics
Instructor: Frederickson, Tina
Description: This course is designed to develop an understanding of the fundamental principles and processes of face-to-face human communication, with the multicultural component coming from each student as they present speeches of personal and social relevance. Primary focus is on public communication; providing practical public speaking experiences and opportunities to analyze this rhetorical art. Emphasis is placed on frequent in-class presentations, critical and creative thinking, group activities and discussions, and increasing the awareness of the ethical & civic obligations we have as a speaker and listener. * Please note - Sections 4 & 5 are part of a Learning Community with PsTL 1131. You must be a CEHD 1st year student to enroll in these two sections this semester. The focus will be on Environmental/Sustainability issues as a point of general conversation, research, and two major speeches. No prior knowledge is required.
Style: 10% Lecture, 5% Film/Video, 15% Discussion, 20% Small Group Activities, 45% Student Presentation, 5% Web Based.
Grading: 20% final exam, 18% written homework, 7% attendance, 50% in-class presentation, 5% class participation.

PsTL 1461 Multicultural Perspectives in Public Speaking
PsTL 1485 Creativity: Photography
3 credit(s);No CLA students w/ 60+ credits credit will not be granted if credit received for: UC 1485;Credit will not be granted if credit has been received for: UC 1485;
Instructor: Millikan, Jeffrey B
Description: This introductory course explores conceptual, technical, and historical aspects of photography as an art form. Emphasis is on the creative process through hands-on experience as students learn about camera control, film development, enlarging, and printing in a photographic darkroom. Students receive instruction and support through individual and group discussion and critiques as they work to create a portfolio of their own images. Course includes required lab time in addition to scheduled class times. Students must have a film based camera, (35mm with adjustable controls preferred).
Style: 30% Lecture, 20% Discussion, 50% Laboratory.

PsTL 1571 Computer Literacy and Problem Solving
4 credit(s);Credit cannot be granted if credit has already been received for: RM 1203;Credit will not be granted if credit has been received for: RM 1203;
Instructor: Robertson, Douglas Frederick
Description: Students learn concepts and develop competencies in computer technologies most often used in social sciences and in business to help solve problems. Topics include using advanced word processing techniques to create complex written documents such as reports (including character and paragraph style sheets, mailmerge, formatting, tables, graphics, cross-references, headers, footnotes, and indexes), using an electronic spreadsheet to analyze data (including formulas, IF/THEN/ELSE, LOOKUP, different types of graphs, formatting), using a database management program to store, organize, and query data (including creating customized databases, modifying database structure, data verification and formatting, creating forms and reports, exporting/importing data, data extraction), and using presentation software to communicate ideas and findings in a multimedia format (including text, clipart, photos, tables, animations, video, and audio) to larger groups. Integration of the four applications is introduced. This is a computer-mediated course and there are no lectures. The instructor helps students individually during class as they work on course projects. Course uses Microsoft Office 2010 for Windows.
Style: 90% Laboratory, 10% Web Based. Students work on computers, get help from instructor.
Grading: 50% mid exam, 35% final exam, 15% special projects.
Exam Format: Exams done on the computers in the classroom. Students modify documents as instructed.

PsTL 1908W Freshman Seminar: Civic Life and Ethics: Reflections of Justice: Images of Law in Lit.
3 credit(s);Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive
Instructor: Mitchell, Tania D.
Description: This writing intensive freshman seminar will explore the treatment of legal themes in films, literary texts, and popular culture. We will look at the law through stories, cinema, television and other mediums to consider the following questions: Do these portrayals of the law enhance or inhibit our understanding of how the law works? in our everyday lives, thus impacting our participation as citizens? Do literature, film and other media accurately reflect both our legal system and how lawyers are trained and the work that they do, or do they rely upon outdated, stereotypical, or sensationalized portrayals? We will also consider whether literature, film, and popular culture can actually be useful in helping us better comprehend the complexities and ethics of the law in all of its often-frustrating ambiguity. Students will have the opportunity to develop their skills in research, analysis, oral communication, and creativity through writing formal papers, participating in and leading class discussions, making presentations, writing stories and poems, and completing a group project.
Style: 10% Lecture, 10% Film/Video, 40% Discussion, 25% Small Group Activities, 15% Student Presentation.
Grading: 45% reports/papers, 25% special projects, 10% reflection paper, 10% in-class presentation, 10% class participation.

PsTL 1942 Freshman Seminar: Technology and Society
3 credit(s);Meets CLE req of Technology and Society
Instructor: Jensen, Murray Stowe

Description: Course Description: The Science and Politics of Genetics and Reproduction is a seminar course where students read, discuss, debate, and generally engage with a myriad of issues surrounding the science of genetics and the application of revolutionary technologies to human reproduction. Students will explore topics and controversies relating to the past, present, and future of human sexual activity and human reproduction, and how reproductive technologies (such as in vitro fertilization) have helped shape our modern society. Birth control technologies will be related to a long and troubling history of eugenics, which includes legal events such as mandatory sterilization laws, and the impact of "the Pill" on society (from individual women and families to large institutions such as the Catholic Church and the US Government). Through the use of both fiction and non fiction literature, students will learn the details of current scientific breakthroughs such as designer babies. This course aims to engage students in an exploration of their personal beliefs about the roles of science, the government, and even religious institutions on human reproductive rights. Technology and Society Theme Requirement: Advances in science and engineering specific to human genetics and reproduction range from pregnancy tests, drugs for erectile dysfunction, and now powerful genetic tools that are able to detect the presence of conditions within a fetus (such as cystic fibrosis and Huntington's disease) of which have shaped our Western culture. Aldus Huxley predicted many of these advances in his 1932 book ?Brave New World? where sex is for fun and even children's play, and human reproduction is left up to the engineers and the government. Are we approaching Huxley's dystopian views? Are these technologies empowering us? By using condoms, the Pill, and other birth control mechanisms are we empowered? or maybe dehumanized? And how do birth control mechanisms relate to politics, business and even religion? Should individuals who receive government money be required to limit their reproduction? Why or why not? And how does the troubling history of eugenics fit in? This course will view many different genetic and reproductive technologies and use them as fodder for critical discussions with the intent of generating students to become critical consumers of modern technologies and who are keenly aware of the power and influence, both positive and negative, of these technologies on shaping our culture.

Style: 10% Lecture, 80% Discussion, 10% Demonstration.

Grading: 66% mid exam, 33% final exam.

PsTL 1993 Directed Study
1-8 credit(s), max credits 8, 1 completion allowed;
Instructor: Madyun, Naim Hossein
Description: Student may contact the instructor or department for information.

PsTL 5010 Diverse Learners in Postsecondary Education: Postsecondary STEM Education for Diverse Learners
1-3 credit(s), max credits 6;
Instructor: Hsu, Leon
Description: Student may contact the instructor or department for information.

PsTL 5105 Increasing Access and Success in Undergraduate Classrooms
A-F only, 3 credit(s);
Instructor: Madyun, Naim Hossein
Description: Student may contact the instructor or department for information.

PsTL 5196 Supervised Practicum in Multicultural Postsecondary Teaching and Learning
S-N only, 3 credit(s);
Instructor: Arendale, David R
Description: Student may contact the instructor or department for information.

PsTL 5206 Action Research Methods to Improve College Teaching and Learning
A-F only, 3 credit(s);
Instructor: Staats, Susan K
Description: Student may contact the instructor or department for information.

PsTL 8010 Special Topics: Postsecondary Teaching and Learning: Service-Learning: Pedagogy and Praxis
1-3 credit(s), max credits 6;
Instructor: Mitchell, Tania D.
Description: This course focuses on understanding the history, theory and practice of service-learning. Key concepts addressed in this class include: responsive community partnerships, the meaning of service, power and positionality in community-based learning, the role of reflection, critical pedagogy, social justice, civic learning, and experience design. This class will locate itself in the national (and growing international) context of service-learning and civic engagement as a field. Specific course objectives are: >> To understand the theoretical roots and various approaches to service learning and experiential education pedagogy >> To develop knowledge and skills for designing effective service-learning experiences >> To develop an understanding of reciprocal relations between service and learning >> To develop an understanding of responsive service-learning partnerships and best practices >> To trouble the notion of service, exploring the intersections
of privilege and community service >> To understand the purpose of reflection in service-learning and provide methods for reflecting on service >> To become familiar with empirical research in service-learning, focusing on outcomes for student learning as well as student and community development.

Style: 30% Lecture, 40% Discussion, 20% Small Group Activities, 10% Student Presentation.
Grading: 80% reports/papers, 10% journal, 10% class participation.

PsTL 8296 Supervised Internship in Postsecondary Teaching and Learning
S-N only, 3-6 credit(s), max credits 6;
Instructor: Higbee, Jeanne Louise
Description: Student may contact the instructor or department for information.

Preventive Science Minor Institute of Child Development

Prev 8001 Prevention Science Core
OPT No Aud, 3 credit(s);
Instructor: Reynolds, Arthur J.
Description: Student may contact the instructor or department for information.

Product Design 101 Rapson Hall

PDes 3711 Toy Product Design
A-F only, 4 credit(s);
Instructor: Kudrowitz, Barry
Description: This class is an introduction to a product design process which includes observation, idea generation, model making, prototyping, presentation design, and getting user feedback. Students work in small interdisciplinary teams to take their own toy concepts from idea to working prototype with help from children and industry representatives. Throughout the class, students will learn various design skills such as design sketching, estimation, woodworking, rapid prototyping, and CAD modeling. Play is an important theme throughout the course. Lectures are like an interactive show and at the end of the class, students present their final prototypes at the “PLAYsentations” to the UMN community, children, and local industry.
Style: 35% Lecture, 50% Laboratory, 10% Small Group Activities, 5% Student Presentation.

PDes 4193 Directed Study in Product Design
A-F only, 1-4 credit(s), max credits 8;
Instructor: Kudrowitz, Barry
Description: Student may contact the instructor or department for information.

PDes 5170 Topics in Product Design: Innovative Computer Modeling & Rendering for Dsgn
A-F only, 3 credit(s), max credits 8;
Instructor: Meyer, Gary W
Description: Student may contact the instructor or department for information.

PDes 5711 Toy Product Design
A-F only, 4 credit(s);
Instructor: Kudrowitz, Barry
Description: This class is an introduction to a product design process which includes observation, idea generation, model making, prototyping, presentation design, and getting user feedback. Students work in small interdisciplinary teams to take their own toy concepts from idea to working prototype with help from children and industry representatives. Throughout the class, students will learn various design skills such as design sketching, estimation, woodworking, rapid prototyping, and CAD modeling. Play is an important theme throughout the course. Lectures are like an interactive show and at the end of the class, students present their final prototypes at the “PLAYsentations” to the UMN community, children, and local industry.
Style: 35% Lecture, 50% Laboratory, 10% Small Group Activities, 5% Student Presentation.

Prosthodontics 9-450 MoosT

Pros 7110 Classic Prosthodontic Literature Review
A-F only, 2 credit(s);
Instructor: Holtan, James R
Description: Student may contact the instructor or department for information.
Pros 7200 Advanced Clinical Prosthodontics I
A-F only, 5 credit(s);
Instructor: Conrad, Heather Joan
Description: Student may contact the instructor or department for information.

Psychology  N-218 Elliott Hall

Psy 1001 Introduction to Psychology
4 credit(s); Credit will not be granted if credit has been received for: PSTL 1281; Meets CLE req of Social Sciences
Instructor: Brothen, Thomas
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. Psy 1001 (online) utilizes a computer-assisted version of the Personalized System of Instruction (PSI) model. Key principles of PSI are specified learning objectives and study aids, small units (for us, these units are the chapters in your textbook), frequent testing with feedback to students, and mastery learning. The materials I've created for this course do three things. First, by focusing your attention on the main points, they make sure you don't miss important information. Second, because feedback is essential to learning, the computer exercises give you feedback when it will do you the most good–right after you finish an exercise--so that you can use that feedback to improve your knowledge. Much of what you do can simply be called practice, but it is guided practice. This will take longer than just reading but the old saying is as true about psychology as anything else "practice makes perfect."
Style: Online
Grading: See attached syllabus
Exam Format: Online exam

Psy 1001 Introduction to Psychology
4 credit(s); Credit will not be granted if credit has been received for: PSTL 1281; Meets CLE req of Social Sciences
Instructor: Luciana, Monica Marie
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is designed to closely parallel the introductory psychology class offered to undergraduates at the University of Minnesota. It is a prerequisite for all other psychology courses. To the extent possible, the presentation of topics, format of written assignments, and exams conform to those used in the day school class. This study guide is organized into thirteen Lessons, with accompanying reading and written assignments. It is designed so that it can be completed within a single term.
Style: This is a printed correspondence section.
Grading: See attached syllabus
Exam Format: Supervised, in-person exams

Psy 1001 Introduction to Psychology
4 credit(s); Credit will not be granted if credit has been received for: PSTL 1281; Meets CLE req of Social Sciences
Instructor: Gonzales, Marti Hope
Description: Psy 1001 is a 4-credit introduction to the scientific study of human behavior and a prerequisite for all other Psychology courses. The course explores how something as complex as human behavior can be studied scientifically. Students will be introduced to biological, social and environmental factors that influence human behavior; predictable ways in which humans behave, reason, remember and feel; some important ways in which people differ, and how psychologists 'know' what we know. Each week, students attend (either in person or online) three lectures given by University of Minnesota Faculty, teaching in their area of expertise. In addition, each week they participate in active learning activities in a discussion section led by a graduate student in Psychology. --Students in sections 002-024 attend live lectures and have one hour discussion sections of 30-35 students. --Students in sections 027-032 view videotapes of the live lectures at their convenience and have two hour discussion sections of ~60 students.

Style: 75% Lecture, 25% Discussion.

Grading: 30% mid exam, 25% final exam, 20% quizzes, 15% written homework, 5% class participation, 5% other evaluation. Students can earn up to 5% extra credit by participating in research studies done by Department of Psychology researchers.

Exam Format: multiple choice items administered in a University computer lab

---

PsY 1001H Honors Introduction to Psychology
A-F only, 4 credit(s); Honors Credit will not be granted if credit has been received for: PSTL 1281; Meets CLE req of Social Sciences
Instructor: Kling, Kristen C
Description: Student may contact the instructor or department for information.

PsY 1511 Psychology
A-F only, 3 credit(s); Meets CLE req of Social Sciences
Instructor: Winchip, James E
Description: Student may contact the instructor or department for information.

PsY 3001V Honors Introduction to Research Methods
A-F only, 4 credit(s); [1001, [2081/3801 or equiv]] or dept consent, PSY major, honors student Credit will not be granted if credit has been received for: PSY 3005V; Meets CLE req of Writing Intensive
Instructor: Nichol, Penny E
Description: Student may contact the instructor or department for information.

PsY 3001W Introduction to Research Methods
4 credit(s); [1001, [2081 or 3801 or equiv]] or dept consent Credit will not be granted if credit has been received for: PSY 3005V; Meets CLE req of Writing Intensive
Instructor: Stellmack, Mark A
Description: PsY 3001W is an introduction to the basic concepts and procedures used to conduct and evaluate research in Psychology. Emphasis is placed on understanding traditional research methods, applying sound experimental techniques in order to produce interpretable results, and evaluating scientific claims. PsY 3001W is a writing intensive (WI) course. As such, students will complete a number of writing assignments, culminating in an APA style research report. This course meets the writing intensive requirement stating that at least 33% of the student's final grade must be based upon student writing. Prerequisites: PsY 1001 (Intro Psychology), PsY 3801 (Intro to Psychological Measurement and Data Analysis), and at least sophomore standing.
Style: 50% Lecture, 50% Laboratory.
Grading: 15% mid exam, 25% final exam, 40% reports/papers, 10% written homework, 10% laboratory evaluation.

PsY 3011 Introduction to Learning and Behavior
3 credit(s);
Instructor: Peterson, Gail Burton
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course introduces you to the fundamental phenomena and principles of learning and behavior analysis by surveying the major theoretical and empirical approaches of the twentieth century. The material in this course will give you an appreciation of the current state of the field. While the course emphasizes basic academic and scientific issues, some of the practical applications of the theories and principles will also be examined.
Style: Online
Grading: See attached syllabus

PsY 3031 Introduction to Sensation and Perception
3 credit(s);
Instructor: Olman, Cheryl Annette
Description: This lecture-based course covers basic information about human sensation and perception. Students will
learn 1) how the human body turns different physical stimuli into neural impulses (sensation), and 2) how the brain receives and interprets these impulses (perception). Required text: Goldstein, E. B. (2007). Sensation and Perception (7th ed.). Belmont, CA, USA: Thomson.

**Grading:** 30% final exam, 60% additional semester exams, 10% class participation.

**Exam Format:** Multiple choice.

### Psy 3051 Introduction to Cognitive Psychology

3 credit(s);  
**Instructor:** Manor, Julia E  
**Description:** Student may contact the instructor or department for information.

### Psy 3061 Introduction to Biological Psychology

3 credit(s);  
1001 or BIOL 1009 or NSci 1100  
**Credit will not be granted if credit has been received for:** PSY 5061;  
**Instructor:** Gewirtz, Jonathan C  
**Description:** Instructor: Jonathan Gewirtz. The course begins with brief overviews of the structure of the central nervous system, basic principles of nervous conduction and synaptic transmission, neurotransmitter systems, and basic techniques used in biological psychology research. We will then review current knowledge on the biological substrates of a range of behaviors and mental processes, including perception, memory, emotion, and sleep. The course will also examine the biological basis of a variety of neuropsychological disorders and forms of mental illness, including addiction, depression, and anxiety. By the end, you should be comfortable with the basic details of brain function and have gained a general understanding of the biology of behavior, mental states, and mental illness. You should also have begun to develop the skills to understand techniques and evaluate results of neurobiological and behavioral experiments.  
**Style:** 80% Lecture, 10% Discussion, 10% Small Group Activities.  
**Grading:** 75% mid exam, 25% final exam. 3 mid term exams

### Psy 3061 Introduction to Biological Psychology

3 credit(s);  
1001 or BIOL 1009 or NSci 1100  
**Credit will not be granted if credit has been received for:** PSY 5061;  
**Instructor:** Gewirtz, Jonathan C  
**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. Biological psychology is the study of behavior through the analysis of the nervous system and the study of the nervous system through analysis of behavior. The philosophical relationship between the "mind" and the brain has been debated for centuries. Discussions involve some of the most important concepts about human existence, such as "free will" and the existence of the soul. Here is the first (but certainly not the last) place that our own rather strongly held perspective will spill over into this study guide. The modern biological psychologist has found that our power to understand and explain behavior is greatest if we act under the hypothesis that the brain controls behavior. If we are to understand behavior, we must go to its source. Thus, to understand behavior, you must understand the brain. The pursuit of such understanding is a challenge, but it is an enormously tantalizing pursuit with great rewards.  
**Style:** 100% Web Based.  
**Grading:** See attached syllabus

### Psy 3101 Introduction to Personality

3 credit(s);  
1001  
**Credit will not be granted if credit has been received for:** PSY 5101;  
**Instructor:** Grazioplene, Rachael Grace  
**Description:** Student may contact the instructor or department for information.

### Psy 3121 History and Systems of Psychology

3 credit(s);  
**Instructor:** Brothen, Thomas  
**Description:** Student may contact the instructor or department for information.

### Psy 3135 Introduction to Individual Differences

3 credit(s);  
[1001, [2801/3801 or equiv]] or instr consent  
**Credit will not be granted if credit has been received for:** PSY 5135;  
**Instructor:** Stanek, Kevin  
**Description:** Psy 3135 is a 3 credit introduction to the scientific study of what makes individuals unique psychologically. The course explores the genetic and environmental roots of these differences through the lens of evolutionary psychology theory. Students will be introduced to numerous individual differences domains such as sex, personality, intelligence, and attitudes/values. The course also examines how psychologists study these traits and the implications they have for life outcomes (e.g., salary, divorce, longevity, etc). Each week, students attend lectures, complete readings from the textbook and supplementary sources, and take online quizzes to assess their progress.
Style: 75% Lecture, 5% Film/Video, 5% Discussion, 5% Small Group Activities, 5% Demonstration, 5% Guest Speakers.
Grading: 10% mid exam, 15% final exam, 50% quizzes, 10% additional semester exams, 5% other evaluation. Attendance and participation are highly encouraged and do indirectly affect course grade.
Exam Format: Multiple choice

Psy 3201 Introduction to Social Psychology
3 credit(s);
Instructor: Gonzales, Marti Hope
Description: Student may contact the instructor or department for information.

Psy 3206 Introduction to Health Psychology
3 credit(s);
Instructor: Scherschel, Heather Marie
Description: Student may contact the instructor or department for information.

Psy 3301 Introduction to Cultural Psychology
A-F only, 3 credit(s);
Instructor: Hu, Alison Wen-Hsin
Description: Student may contact the instructor or department for information.

Psy 3511 Introduction to Counseling Psychology
3 credit(s);
Instructor: Howard, Kelli G
Description: Student may contact the instructor or department for information.

Psy 3511 Introduction to Counseling Psychology
3 credit(s);
Instructor: Meredith, Liza Niederehe
Description: History, theories, and research related to counseling psychology. Development/application of counseling theories to diverse populations. Psychological research on counseling process. Psychological mechanisms that promote change in people's lives.

Psy 3512 Principles of Abnormal Psychology
A-F only, 3 credit(s);
Instructor: Collie, Rachael Margaret
Description: Student may contact the instructor or department for information.

Psy 3604 Introduction to Abnormal Psychology
3 credit(s); Credit will not be granted if credit has been received for: PSY 5604H;
Instructor: Weiszhaar, Orville L
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The field of abnormal psychology (also known as psychopathology) is diverse, as you can see by leafing through the textbook for this course. It includes such topics as bipolar disorder, post-traumatic stress syndrome, AIDS dementia complex, pedophilia, stuttering, and pathological gambling. Each of these areas, as well as hundreds of others, has its own specialists and research. This course will provide you with a complete, although certainly not exhaustive, overview of each area.
Style: 100% Web Based.
Grading: See attached syllabus
Exam Format: Online

Psy 3604 Introduction to Abnormal Psychology
3 credit(s); Credit will not be granted if credit has been received for: PSY 5604H;
Instructor: Schissel, Ann M
Description: Student may contact the instructor or department for information.

Psy 3604 Introduction to Abnormal Psychology
3 credit(s); Credit will not be granted if credit has been received for: PSY 5604H;
Instructor: Wilson, Sylia
Description: Student may contact the instructor or department for information.
Psy 3604 Introduction to Abnormal Psychology
3 credit(s); 1001 Credit will not be granted if credit has been received for: PSY 5604H;
Instructor: Lissek, Shmuel
Description: Student may contact the instructor or department for information.

Psy 3617 Introduction to Clinical Psychology
3 credit(s);
Instructor: Klimes-Dougan, Bonnie
Description: Course Description This course is meant to familiarize students with the field of clinical psychology, primarily as it exists in the U.S. The course first briefly discusses the history of clinical psychology, the most widely accepted scientist practitioner approach to clinical psychology and the current status of the field of clinical psychology. The course covers clinical assessment, psychological interventions, and psychopathology and treatment research. This course may help students, considering a career in clinical psychology, decide whether this field appeals to them. Please make sure you have taken the prerequisite before signing up for this course.

Psy 3666 Human Sexuality
3 credit(s);
Instructor: Althaus, Linde
Description: Student may contact the instructor or department for information.

Psy 3711 Psychology in the Workplace
3 credit(s);
Instructor: D'Mello, Susan D
Description: Student may contact the instructor or department for information.

Psy 3801 Introduction to Psychological Measurement and Data Analysis
4 credit(s); High school algebra, [PSY 1001 or equiv]; intended for students who plan to major in psychology Credit will not be granted if credit has been received for: PSY 3801H; Meets CLE req of Mathematical Thinking
Instructor: Stellmack, Mark A
Description: PSY 3801 is an introduction to measurement and analysis of psychological data. The course covers topics in descriptive and inferential statistics that are typical of most introductory statistics courses: Frequency distributions, graphical data presentation, measures of central tendency and variability, probability, z-scores, t-tests, one-way ANOVA, two-way ANOVA, effect size, confidence intervals, non-parametric tests, correlation, and regression. Emphasis is placed on understanding the analysis techniques; thus computations will be done by hand and on calculators. No computer software will be used.
Style: 75% Lecture, 15% Discussion, 10% Small Group Activities.
Grading: 50% mid exam, 30% final exam, 10% quizzes, 10% written homework.

Psy 3801 Introduction to Psychological Measurement and Data Analysis
4 credit(s); High school algebra, [PSY 1001 or equiv]; intended for students who plan to major in psychology Credit will not be granted if credit has been received for: PSY 3801H; Meets CLE req of Mathematical Thinking
Instructor: Wang, Chun
Description: Student may contact the instructor or department for information.

Psy 3902W Major Project in Psychology
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Niccoli-Waller, Caprice
Description: In this course, you will have the opportunity to review and reflect on some of the principles of psychological research and use this knowledge to explore a topic of your choice. You will complete a writing project, a psychological literature review, that is designed to let you focus on a topic of interest and to showcase your skills to digest, organize, synthesize, and communicate the psychological literature. You will attend 2 lectures at the start of the term and then work in weekly labs under graduate student assistance. During the first third of the course, you will complete weekly assignments in preparation for your writing project. You will also work in small groups and participate in a peer paper review. At the end of the term, you will present your work in a class poster session. For additional course details please refer to the following site: http://www.psych.umn.edu/undergrad/majorproject.htm
Style: 20% Lecture, 70% Laboratory, 10% Student Presentation. Those selecting research lab or community projects will spend time outside of class engaged in these activities.
Grading: 50% reports/papers, 25% quizzes, 25% written homework.

Psy 3902W Major Project in Psychology
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Psy 4011 Applied Behavior Analysis
3 credit(s);
Instructor: Peterson, Gail Burton
Description: Modern behaviorism and its practical application. Emphasis on functional analyses of behavioral deficits or excesses, and the design and implementation of practical and humane interventions to produce appropriate and meaningful behavior change. Two textbooks, one on the philosophy of behaviorism [The Psychology of B. F. Skinner, O'Donohue & Ferguson (2001)] and another on applications [Applied Behavior Analysis, 2nd Ed, Cooper et al. (2007)]. Lectures, Internet materials and discussions supplement the reading. Grades based on competency evaluations across the semester and a comprehensive final exam. Excellent preparation for the exams of the national Behavior Analysis Certification Board (see www.bacb.com).
Exam Format: 30% Lecture, 20% Discussion, 20% Small Group Activities, 30% Web Based.
Grading: 30% final exam, 50% quizzes, 20% written homework.

Psy 4012 Behavior Analysis and Autism
A-F only, 4 credit(s);
Instructor: Peterson, Gail Burton
Description: Students registered in Psy 4011: Applied Behavior Analysis, or who have already completed that course, may be eligible to register for this special service-learning opportunity on modern behavioral interventions for children with autism. With the instructor's approval, the 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, students learn the principles and techniques currently employed to help young children with autism acquire functional language, appropriate social behavior, and general academic and living skills. Students also gain substantial experience working directly with autistic children in off-campus service-learning settings under the supervision of qualified professionals engaged in the application of applied behavior analysis (ABA) therapy. This field experience involves a MINIMUM of 7 hours per week (two 3 hour shifts plus one 1 hour team meeting) for 12 weeks learning to do one-on-one therapy at either a center-based or home-based ABA program site. Reliable personal transportation, e.g., your own car, is essential. Issues of professional ethics, social responsibility, and scientific and moral philosophy pertaining to the education of children with autism in our society and around the world are also addressed. Grading is based on class participation, competency evaluations at the service-learning site, and performance on the final exam.
Exam Format: 30% Lecture, 70% Service Learning. Supervised internship experience at off-campus site.
Grading: 50% final exam, 10% class participation, 40% other evaluation. Competencies demonstrated at internship site.

Psy 4501 Psychology of Women and Gender
3 credit(s);
Instructor: Fillo, Jen
Description: This course covers current theory and research regarding the psychology of gender. This includes the psychological implications of the roles that society assigns to men and women. These issues will be explored both from the perspective of the influence of one's own gender role on his/her own psychological processes, and also from the perspective of others' gender roles and how those roles affect how we think about, feel, and behave toward them. Topics include (but are not limited to) the psychological implications of gender for research methods, achievement, the workplace, parenting, relationships, and health. Gender will also be explored in relation to biology, sexuality, and culture. Class sessions will consist of lectures, small and large group discussions, guest speakers, and videos. The ultimate goal of the course is for students to gain greater understanding of the content and methods of psychological research related to gender and to be able to think critically about issues related to the psychology of gender.

Psy 4960 Seminar in Psychology
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Koutstaal, Wilma
Description: Creativity Sciences: Minds, Brains, and Innovation Creativity and innovation play a pivotal role in our individual and collective lives. How do our minds, brains, and environments together enable the generation of useful novel ideas? This course investigates this question, using empirical findings and methods from the cognitive and brain sciences and other disciplines. Both close readings of original empirical research articles and active hands-on/minds-on within-class experiments and collaborative activities are core parts of the course. Two integrative themes throughout the course are the need for dynamically adaptive (contextually sensitive) variation in both levels of cognitive control and goal guidance (deliberate to spontaneous to automatic) and our level of representational specificity (concrete and specific to mid-level to abstract). Representative topics: neural correlates of insight and analogical thinking; fluid categorization; environmental variation and brain plasticity; information systems and creative affordances; positive affect and cognitive flexibility; benefits of prototypes and parallel prototyping; and openness to experience and adaptability to change. Note: Maximum enrollment
Psy 4994V Honors Research Practicum
   A-F only, 4 credit(s); Meets CLE req of Writing Intensive
   Instructor: Fletcher, Charles R
   Description: The major goals of this course are to familiarize you (as a Psychology Department honors major) with
research opportunities available in the University of Minnesota Psychology Department, provide you with practical
experience conducting psychological research, and prepare you to write an honors thesis in psychology. To achieve these
goals you will be required to work approximately nine hours each week on a research project designed and supervised by
a faculty member or graduate student, make a formal in-class presentation, and write a 10 - 15 page research report. You
will also be required to attend class each week and complete the required readings and assignments before each class.
   Style: 25% Lecture, work on individual research projects
   Grading: 50% reports/papers, 25% in-class presentation, 25% class participation.
   Exam Format: none

Psy 5015 Cognition, Computation, and Brain
   3 credit(s);
   Instructor: Marsolek, Chad James
   Description: This course covers human cognitive abilities, such as perception, memory, and attention, from different
perspectives. The first part of the course examines such abilities from the perspective of cognitive psychology. An
emphasis is placed on the behavioral-functional approach to research and theory, and limitations of this approach are
discussed. The second part of the course examines these abilities from the perspective of cognitive neuroscience. An
emphasis is placed on the neural processing subsystems that underlie these abilities and on a theoretical framework that
integrates cognitive, computational, and neuroscientific evidence. Ways in which this approach overcomes limitations of the
cognitive psychological approach are highlighted.
   Style: 80% Lecture, 20% Discussion.
   Grading: 40% mid exam, 30% final exam, 30% reports/papers.
   Exam Format: Short answer

Psy 5063 Introduction to Functional MRI
   A-F only, 3 credit(s);
   Instructor: Engel, Stephen A
   Description: Student may contact the instructor or department for information.

Psy 5065 Functional Imaging: Hands-on Training
   3 credit(s);
   Instructor: Olman, Cheryl Annette
   Description: Student may contact the instructor or department for information.

Psy 5135 Psychology of Individual Differences
   3 credit(s): [3001W or equiv] or [5862 or equiv] or instr consent Credit will not be granted if credit has been
   received for: PSY 3135;
   Instructor: Ludeke, Steven G
   Description: Student may contact the instructor or department for information.

Psy 5202 Attitudes and Social Behavior
   3 credit(s);
   Instructor: Borgida, Eugene
   Description: No sub-field of theory and research is more identified with the field of social psychology than the study of
attitudes and persuasion processes. The relationship between attitudes and social behavior and the study of persuasion
processes has a long and distinguished history. This body of knowledge has made substantial contributions to theory and
research in other sub-fields within psychology and in the other social sciences, and these connections in turn have
enriched the ways in which social psychologists have studied attitudes and persuasion. The study of attitudes and
persuasion processes has become more interdisciplinary and multi-method, and as a result the way in which social
psychologists now think about the relationship between attitudes and social behavior has become much more complex and
nuanced. This course has been designed to review and examine critically both traditional and current theory and research
on the psychology of attitudes and persuasion in social psychology and, where appropriate, allied fields within psychology
and in other social sciences. The first part of the course will cover the historical background of the field, attitude theory,
explicit and implicit measurement issues, the cognitive structure of attitudes, the complex relationship between attitudes,
beliefs, values, and behavior, and aspects of the relationship between stereotypes, prejudice and discrimination. The
second part of the course will focus on various social psychological theories of persuasion (e.g., message learning,
consistency theories, functional approaches, cognitive frameworks, and especially dual process theories), with an
emphasis on understanding the conditions under which people are susceptible and resistant to persuasion. Class time will involve lectures by the instructor and guest lectures, discussion of the text readings, and an occasional video or in-class demonstration.

**Style:** 75% Lecture, 25% Discussion. Discussion of films and guest lectures.

**Grading:** 25% mid exam, 25% final exam, 50% reports/papers. Total number of points based on all exams and papers, graded on a curve. Extra credit opportunities offered in the form of critical essay papers.

**Exam Format:** Multiple choice, short ID questions, essay on exam #2

### Psy 5501 Vocational and Occupational Health Psychology
- **Credits:** 3
- **Instructor:** Stoever, Sarah K
- **Description:** Student may contact the instructor or department for information.

### Psy 5708 Organizational Psychology
- **Credits:** 3
- **Instructor:** Schmidt, Aaron Michael
- **Description:** Student may contact the instructor or department for information.

### Psy 5960 Topics in Psychology: Philosophical Issues in Scientific Psychology
- **Credits:** 3, max 8
- **Instructor:** Grove, William Merrill
- **Description:** Introduction to philosophy of science in the twentieth century and beyond, insofar as these are also problems of the integration of lecture and discussion. Options A-F or S/N.

### Psy 5960 Topics in Psychology: Environmental Decision Making: Lawns to Climate
- **Credits:** 3
- **Instructor:** Cadieux, Kirsten Valentine
- **Description:** This environmental psychology seminar uses interdisciplinary social science approaches to explore ways that people experience environments and make decisions about them, both as individuals and also in the social contexts where environmental decision making is institutionalized. We will use case studies at contrasting scales to explore a range of environmental decision challenges from the everyday experience of our immediate environments to the distant, abstract, global environment writ large, for example, in the need to address climate change. Students will also engage with environmental decision projects underway around the university to consider the epistemological challenges involved in using knowledge systems to understand and manage socio-environmental dynamics. 10 weekly, brief response essays at 5 points each: 50% thoughtful, well-prepared participation: 25% term project (proposal): 25%

### Psy 5993 Research Laboratory in Psychology
- **Credits:** 3
- **Instructor:** Brothen, Thomas
- **Description:** Student may contact the instructor or department for information.

### Psy 5993 Research Laboratory in Psychology
- **Credits:** 3
- **Instructor:** Iacono, William George
- **Description:** Student may contact the instructor or department for information.

### Psy 5993 Research Laboratory in Psychology
- **Credits:** 3
- **Instructor:** Kersten, Daniel John
- **Description:** Student may contact the instructor or department for information.

### Psy 5993 Research Laboratory in Psychology
- **Credits:** 3
- **Instructor:** Frazier, Patricia Ann
- **Description:** Research topics include clinical judgment and actuarial data combination, philosophy of statistics and
scientific theory testing, and classification of the major psychiatric disorders (including categorical vs. dimensional models). Research on taxometrics (a robust form of multivariate mixture modeling) is also featured.

Grading: 100% reports/papers.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Simpson, Jeffry A
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Marsolek, Chad James
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Waller, Niels Gordon
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Rothman, Alexander John
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Luciana, Monica Marie
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Thomas, Mark John
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Kuncel, Nathan Richard
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: MacDonald III, Angus
Description: The TRiCAM laboratory explores questions in basic cognitive and affective neuroscience, the biological bases of psychopathology, and the measurement of group differences. Methodologies include functional magnetic resonance imaging (fMRI), behavioral genetics (twin and family studies), clinical assessment and cognitive testing. Current research includes (1) understanding how executive control mechanisms, which are associated with prefrontal cortex functioning, interact with attention, affective processing, social interactions and decision-making; (2) evaluating how impairments in such mechanisms may be related to schizophrenia, psychosis and externalizing behaviors and the genes associated with these conditions; and (3) methods development for analyzing fMRI, and psychometric confounds in the measurement of group differences. Eligibility: Must be an undergraduate student at the University of Minnesota; must have at least a 3.5 GPA; and must have taken or be concurrently enrolled in the following courses as prerequisites: PSY 1001, PSY 3005W, & PSY 3604. Responsibilities & Expectations: Attend weekly laboratory meetings (including presenting research findings as indicated); attend bi-weekly journal club meetings (including leading one discussion); Complete work as in the laboratory in the amount of 3 hrs per credit per week (generally 2 mornings or afternoons per week); and write an APA-style research lab report (9-15 pp). Duties and activities include but are not limited to: running participants in research studies, data management & analysis, active participation in lab meetings and journal club. Grades will be based on: 1) laboratory attendance and fulfillment of responsibilities; 2) lab meeting attendance (with exceptions to be arranged with the instructor); 3) journal club presentation; 4) final lab report.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Wojtczak, Magdalena
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Kling, Kristen C
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Legge, Gordon Ernest
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Borgida, Eugene
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Overmier, J. Bruce
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Ones, Deniz S
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Sackett, Paul R
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Campbell, John P
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Hansen, Jo-Ida C
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Gonzales, Marti Hope
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Snyder, Mark
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Fletcher, Charles R
Description: Student may contact the instructor or department for information.
Psy 5993 Research Laboratory in Psychology

3 credit(s), max credits 18, 6 completions allowed;
Instructor: Schrater, Paul Robert
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology

3 credit(s), max credits 18, 6 completions allowed;
Instructor: He, Sheng
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology

3 credit(s), max credits 18, 6 completions allowed;
Instructor: Krueger, Robert
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology

3 credit(s), max credits 18, 6 completions allowed;
Instructor: Gewirtz, Jonathan C
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology

3 credit(s), max credits 18, 6 completions allowed;
Instructor: Lee, Richard M
Description: This directed research is designed for undergraduate and graduate students interested in the role of race, ethnicity, and culture in the development and well-being of individuals and families from diverse racial and ethnic backgrounds with a particular focus on adopted individuals and families and children of immigrant parents.
Style: 20% Discussion, 80% Laboratory. Students are expected to attend a weekly lab group meeting and reading group.

Psy 5993 Research Laboratory in Psychology

3 credit(s), max credits 18, 6 completions allowed;
Instructor: Federico, Christopher Michael
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology

3 credit(s), max credits 18, 6 completions allowed;
Instructor: Koutstaal, Wilma
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology

3 credit(s), max credits 18, 6 completions allowed;
Instructor: Klimes-Dougan, Bonnie
Description: Students will become involved in applied research experiences that involve work with depressed adolescents.
Style: 10% Lecture, 90% Laboratory.
Grading: 15% reports/papers, 10% class participation, 75% laboratory evaluation.

Psy 5993 Research Laboratory in Psychology

3 credit(s), max credits 18, 6 completions allowed;
Instructor: Oxenham, Andrew John
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology

3 credit(s), max credits 18, 6 completions allowed;
Instructor: Jiang, Yuhong Vanessa
Description: This is a research laboratory class with a focus on attention and memory research. Students are expected to work 8 hours in Prof. Jiang's laboratory in chunks of 2 half days or 1 whole day. There will also be a one-hour lab meeting. During this time students will engage in active laboratory research. Because of the significant amount of supervision involved, this class has limited enrollment with the permission of the instructor. It is expected that no more than 5 students will be permitted to enroll in this class in Fall and Spring semesters combined. Grading will be given on the basis of attendance, laboratory performance, and a 5-page final paper. Students interested in the course should email Prof. Jiang (jiang166@umn.edu), attach a CV including GPA, and a statement about why you wish to enroll in this research laboratory course.
Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Mann, Traci Lynn
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Engel, Stephen A
Description: Engel lab research/lab meeting

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: DeYoung, Colin G
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Schmidt, Aaron Michael
Description: Student may contact the instructor or department for information.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Syed, Moin
Description: This directed research is designed for undergraduate and graduate students interested in the topics of narrative, identity, culture, and education, with particular emphasis on a developmental perspective. Students interested in any one of these four topics are encouraged to enroll, but the primary emphasis will be on narrative approaches to development (e.g., how cultural, ethnic, and racial identities are constructed and communicated through narrative). We will explore issues pertaining to narrative theory, methods, coding, and analysis; how narrative can complement other forms of inquiry; and how narrative can contribute to social justice research; among other topics. Students are expected to attend a weekly lab group meeting and reading group.

Psy 5993 Research Laboratory in Psychology
3 credit(s), max credits 18, 6 completions allowed;
Instructor: Lissek, Shmuel
Description: Student may contact the instructor or department for information.

Psy 8206 Proseminar in Social Psychology
S-N only, 1 credit(s), max credits 5, 5 completions allowed;
Instructor: Rothman, Alexander John
Description: Student may contact the instructor or department for information.

Psy 8208 Social Psychology: The Self
A-F only, 3 credit(s);
Instructor: Snyder, Mark
Description: Student may contact the instructor or department for information.

Psy 8212 Proseminar in Political Psychology II
S-N only, 1 credit(s); Political Psychology grad minor Credit will not be granted if credit has been received for: POL 8308;
Instructor: Lavine, Howard G
Description: Student may contact the instructor or department for information.

Psy 8502 Assessment in Counseling Psychology
3 credit(s);
Instructor: Pendergrass, Laura A
Description: Student may contact the instructor or department for information.
Psy 8511 Counseling Psychology Beginning Practicum: General
S-N only, 1-6 credit(s), max credits 18, 18 completions allowed;
Instructor: Hansen, Jo-Ida C
Description: Student may contact the instructor or department for information.

Psy 8515 University Counseling Practicum II
S-N only, 4-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Beckham-Chasnoff, Sarra
Description: Student may contact the instructor or department for information.

Psy 8545 Counseling Psychology Process and Outcome Research
3 credit(s);
Instructor: Frazier, Patricia Ann
Description: Student may contact the instructor or department for information.

Psy 8561 Counseling Psychology Advanced Practicum II: General
S-N only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Frazier, Patricia Ann
Description: Student may contact the instructor or department for information.

Psy 8566 Counseling Psychology Advanced Practicum II: Career Counseling and Assessment Clinic
S-N only, 1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Conlon, Amy Lynne
Description: Student may contact the instructor or department for information.

Psy 8571 Counseling Psychology Internship II
S-N only, 1-12 credit(s), max credits 36, 36 completions allowed;
Instructor: Hansen, Jo-Ida C
Description: Student may contact the instructor or department for information.

Psy 8612 Assessment II
A-F only, 5 credit(s);
Instructor: Grove, William Merrill
Description: Student may contact the instructor or department for information.

Psy 8612 Assessment II
A-F only, 5 credit(s);
Instructor: Mooney, Marc Edward
Description: Student may contact the instructor or department for information.

Psy 8620 Clinical Psychology Practicum
S-N only, 1-6 credit(s), max credits 36, 8 completions allowed;
Instructor: MacDonald III, Angus
Description: Student may contact the instructor or department for information.

Psy 8622 Treatment I
A-F only, 3 credit(s);
Instructor: MacDonald III, Angus
Description: This course addresses methodological issues in treatment research and theories of personal change. The course is also designed to prepare students to provide therapy and conduct therapeutically-relevant research. As such, we address empirically supported therapies for anxiety, mood, and personality disorders, psychosis, and addiction from a number of different perspectives.
Style: 10% Lecture, 70% Discussion, 20% Small Group Activities.

Psy 8664 Personality Assessment
3 credit(s);
Instructor: DeYoung, Colin G
Description: Student may contact the instructor or department for information.
Psy 8815 Analysis of Psychological Data
4 credit(s);
Instructor: Du,Yi
Description: Student may contact the instructor or department for information.

Psy 8882 Seminar: Quantitative and Psychometric Methods
3 credit(s), max credits 15, 5 completions allowed;
Instructor: Waller,Niels Gordon
Description: Student may contact the instructor or department for information.

Psy 8935 Readings in Behavioral Genetics and Individual Differences Psychology
S-N only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Mc Gue,Matt
Description: Student may contact the instructor or department for information.

Psy 8937 Seminar in Human Behavioral Genetics
3 credit(s), max credits 6, 3 completions allowed;
Instructor: Mc Gue,Matt
Description: Student may contact the instructor or department for information.

Psy 8960 Graduate Seminar in Psychology
1-4 credit(s), max credits 36, 9 completions allowed;
Instructor: Simpson,Jeffry A
Description: Student may contact the instructor or department for information.

Psy 8960 Graduate Seminar in Psychology
1-4 credit(s), max credits 36, 9 completions allowed;
Instructor: Waller,Niels Gordon
Description: Student may contact the instructor or department for information.

Psy 8960 Graduate Seminar in Psychology
1-4 credit(s), max credits 36, 9 completions allowed;
Instructor: Sackett,Paul R
Description: Student may contact the instructor or department for information.

Psy 8960 Graduate Seminar in Psychology
1-4 credit(s), max credits 36, 9 completions allowed;
Instructor: Syed,Moin
Description: Student may contact the instructor or department for information.

Public Affairs 225 HHHCtr

PA 1005 Great Debates of Our Time: U.S. Policy and Politics
A-F only, 3 credit(s);Meets CLE req of Civic Life and Ethics
Instructor: Jacobs,Larry
Description: What are the powers of the president to make foreign policy and to take America to war? Extraordinary course with Vice President Walter F. Mondale and Professor Lawrence Jacobs will study America's ongoing constitutional crisis over the authority and roles of the legislative and executive branches. This once-in-a-lifetime course will combine lively readings, stimulating lectures, visits by leading experts, and Vice President Mondale's unique first hand experiences. It will cover seven presidencies over the past sixty years (three Republican and four Democratic including President Barack Obama) as well as constitutional history. Students will simulate key presidential decisions. Grades are based on class participation, short papers and a final examination.
Style: 40% Lecture, 20% Discussion, 20% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.
Grading: 35% final exam, 35% reports/papers, 15% special projects, 15% attendance.

PA 1401 Public Affairs: Community Organizing Skills for Public Action
A-F only, 3 credit(s);Meets CLE req of Civic Life and Ethics
Instructor: Donovan,Dennis Michael
Description: *meets University of Minnesota Liberal Education requirement for Citizenship/Public Ethics Theme -- Understand the differences in effectiveness between mobilizing (what is used in political campaigns and protest politics)
and community organizing (used to solve problems in the broader community) -- Identify critical elements of broad-based organizing and learn to build diverse public relationships through one-to-one meetings -- Reflect on your place in the world and acquire greater clarity about your self-interest in order to act powerfully toward your goals -- Participate in engaged learning -- Develop your public narrative and an organizing plan to take action on an public issue -- Learn about the American Commonwealth Partnership and with a team, produce a public work project to address a public issue. -- This course will help students acquire skills for effective citizenship and life-long learning by opening the door to new civic possibilities in their own work and careers.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Darg, Jules
Description: SECTION 6 of Personal Leadership in the University is a BLENDED course which meets for eight sessions every other week and the rest of the time online. The classroom meeting times are from 4:00 - 6:30 Mondays on 1/28, 2/11, 2/25, 3/11, 3/25, 4/8, 4/22, and 5/6 spring semester 2013. This 1xxx-level course introduces leadership through personal perspectives and frameworks where students examine their own and other classmates’ views on leadership through a dynamic community of learners. Students will explore the differences between personal and positional leadership, and study characteristics of effective leadership, including leaders at the University of Minnesota and beyond. Students will also learn about leadership through the development of a social betterment project and the importance of personal development. PA 1961W also fulfills the 1xxx-level core course requirement for the Leadership Minor.
Style: 50% Lecture, 50% Web Based. This class is entirely online.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Darg, Philip Lloyd
Description: PLEASE NOTE DIFFERENCES IN THE FOLLOWING COURSE SECTIONS of PA 1961W: SECTION 5 with Patrick O’Leary and Jules Darg is a regular CLASSROOM course and will meet twice weekly on Tuesdays and Thursdays during fall semester. SECTION 12 with Cynthia Digby and Jules Darg is entirely ONLINE. SECTION 15 with Jules Darg is a BLENDED course (half classroom and half online). The seven (7) classroom sessions will meet on Mondays from 4:00 p.m. - 6:30 p.m. on the following dates: 9/10, 9/24, 10/08, 10/22, 11/05, 11/19, and 12/03. All three sections (5, 12, and 15) of this 1xxx-level course introduce leadership through personal perspectives and frameworks where students examine their own and other classmates’ views on leadership through a dynamic community of learners. Students will explore the differences between personal and positional leadership, and study characteristics of effective leadership, including leaders at the University of Minnesota and beyond. Students will also learn about leadership though the development of a social betterment project and the importance of personal development. PA 1961W also fulfills the 1xxx-level core course requirement for the Leadership Minor.
Style: 50% Lecture, 50% Web Based. This class is entirely online.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Christopherson, Christen Ruth
Description: This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.
Style: 100% Web Based. Web-based work includes discussion forum and 2 student presentations.
Grading: 50% reports/papers, 15% reflection paper, 10% in-class presentation, 25% class participation.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Marshall, Scott Ethan
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Soria, Krista Marie
Description: Student may contact the instructor or department for information.
PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Russell, Kathrine Anna
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: McFadden, Colin Hamilton
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Bergner, Rebecca Beatrice
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Novack, Lisa Marie
Description: This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.
Grading: 30% special projects, 4% written homework, 8% reflection paper, 30% in-class presentation, 25% class participation, 3% other evaluation.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Fredrickson, Brian Steven
Description: This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.
Grading: 30% special projects, 4% written homework, 8% reflection paper, 30% in-class presentation, 25% class participation, 3% other evaluation.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Bartels, Christiane A
Description: This 1000 level course introduces leadership using a personal leadership perspectives and frameworks. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of leaders within the University of Minnesota and learn about the importance of personal development. This course is entirely on line.
Style: This course is entirely on line.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Marcy, Ben
Description: This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.
Style: 100% Web Based. Web-based work includes discussion forum and 2 student presentations.
Grading: 50% reports/papers, 15% reflection paper, 10% in-class presentation, 25% class participation.
PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Digby PhD, Cynthia LB
Description: PLEASE NOTE DIFFERENCES IN THE FOLLOWING COURSE SECTIONS of PA 1961W: SECTION 5 with Patrick O’Leary and Jules Darg is a regular CLASSROOM course and will meet twice weekly on Tuesdays and Thursdays during fall semester. SECTION 12 with Cynthia Digby and Jules Darg is entirely ONLINE. SECTION 15 with Jules Darg is a BLENDED course (half classroom and half online). The seven (7) classroom sessions will meet on Mondays from 4:00 p.m. to 6:30 p.m. on the following dates: 9/10, 9/24, 10/08, 10/22, 11/05, 11/19, and 12/03. All three sections (5, 12, and 15) of this 1xxx-level course introduce leadership through personal perspectives and frameworks where students examine their own and other classmates’ views on leadership through a dynamic community of learners. Students will explore the differences between personal and positional leadership, and study characteristics of effective leadership, including leaders at the University of Minnesota and beyond. Students will also learn about leadership though the development of a social betterment project and the importance of personal development. PA 1961W also fulfills the 1xxx-level core course requirement for the Leadership Minor.
Style: 50% Lecture, 50% Web Based. This class is entirely online.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Skrebes, Robyn Jane
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Harris, Margaret McKenny
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Wiesner, Laura Marie
Description: Student may contact the instructor or department for information.

PA 1961W Personal Leadership in the University
A-F only, 3 credit(s); Credit will not be granted if credit has been received for: OLPD 1302; Meets CLE req of Writing Intensive
Instructor: Leland, Pamela Jean
Description: This 1000 level course introduces leadership using a personal leadership perspectives and frameworks. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of leaders within the University of Minnesota and learn about the importance of personal development. This course is entirely on line.
Style: This course is entirely on line.

PA 3003 Nonprofit and Public Financial Management
A-F only, 3 credit(s);
Instructor: Gunyou, John
Description: This course is designed to equip current and future public and nonprofit managers with the practical financial management tools and analytical techniques they need to be successful in their careers. Course work is very applications oriented, with case studies and real-world exercises used to provide managers with the basic concepts and methods they need for project and budget planning, program analysis, interpreting financial reports, identifying and resolving organizational performance issues. The course is open to all students who wish to gain a better understanding of nonprofit and public financial planning and analysis techniques to become more effective managers, regardless of their specialty. While not a prerequisite, students will benefit from some prior coursework in accounting and finance. Notes from former students: Over the weekend I received the Annual Report for a non-profit I’ve been working with for the past few years. I’m proud to say I was actually able to look at the financial statements, and gain a significant amount of knowledge about the organization. I appreciate that I am actually transferring the information I learned to my daily life. This was truly one of my most enjoyable classes this year! - Laura G I wanted to say thank you, and inform you that I passed the CPA exam the first time through. Your class gave me a significant advantage in the Financial section of the exam. I learned things from your class that were relevant to the CPA exam, but unfortunately, were not covered in my accounting major. I wanted to say thank you, your teaching really did make a difference. - Thomas P I took your non-profit budgeting class, and it convinced
me to look into the non-profit sector for career options. I was working on a grant recently, and pulled out some of my budgets from class to help me format them properly. I just wanted to say thanks for teaching me very helpful budgeting tips that I've already put to good use at work! - Megan B I just wanted to thank you for your class. I learned a lot, and EVERYTHING that I learned has been extremely useful in my new job. I don't think I would understand half of the financial stuff I deal with on a daily basis. - Joseph R

**Style:** 25% Lecture, 60% Discussion, 15% Small Group Activities. The course format covers one topic each week, with lectures and class discussions followed by joint problem solving of ungraded case studies in the subsequent class. Graded assignments on the same topic are due the following class.

**Grading:** 20% mid exam, 20% final exam, 15% special projects, 35% written homework, 10% class participation. Class participation credit is determined by completion of the weekly ungraded problem sets. The graded assignments and team case study are similar in format and build on the ungraded problem sets.

**Exam Format:** The midterm and final exams involve analysis of actual budgets and financial reports, and problems similar to the graded assignments. Students are permitted to use one page of whatever notes and formulas they wish to bring for the exams.

**PA 3961 Leadership, You, and Your Community**

**Description:** This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine how values (their own and others) guide leadership and social change. We will focus on how change is possible around a given social issue and how local organizations/businesses/groups utilize leadership to create positive change. Learning Objectives: (a) Demonstrate resilience through taking risks, failing, questioning and then adapting your actions and thinking to the contexts you encounter in class and in your community. How do you prepare to come in right again, again and again? (b) Improve ability to research and analyze complex social issues/systems in order to create sustainable and effective actions. How do you create an adaptive solution to a challenging problem? What is the importance of and how does one explore various viewpoints, complete in-depth research and look at the system as a whole? (c) Push your personal and interpersonal boundaries to support a safe, learning community during our classroom time and a regular self-renewal practice. How do you help to create our safe community? How do you prohibit or damage the safe community? Why is it vital for leaders to find ways to renew themselves personally and professionally? What are some ways to do this? (d) Strengthen self-awareness of the interaction of your personal framework of being in the world and other's framework of being in the world. How do your set of values, political, social and philosophical viewpoints live in the world along side that of other people's set of values, political, social and philosophical viewpoints? Why and how does this matter to our leadership (individually and collectively)? (e) Increase awareness of and practice the discipline (mental, physical, and emotional) that is required to become a responsible and accountable leader and learner in our world today. (f) Explore more deeply these concepts important to leadership. What exactly do they mean? How do you make sense of them in your practice of leadership? -- Adaptive Leadership --Values --Power --Relationships --Accountability and trust

**Style:** 25% Lecture, 60% Discussion, 15% Small Group Activities. The course format covers one topic each week, with lectures and class discussions followed by joint problem solving of ungraded case studies in the subsequent class. Graded assignments on the same topic are due the following class.

**Grading:** 20% mid exam, 20% final exam, 15% special projects, 35% written homework, 10% class participation. Class participation credit is determined by completion of the weekly ungraded problem sets. The graded assignments and team case study are similar in format and build on the ungraded problem sets.

**Exam Format:** The midterm and final exams involve analysis of actual budgets and financial reports, and problems similar to the graded assignments. Students are permitted to use one page of whatever notes and formulas they wish to bring for the exams.

**PA 3961 Leadership, You, and Your Community**

**Description:** This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine how values (their own and others) guide leadership and social change. We will focus on how change is possible around a given social issue and how local organizations/businesses/groups utilize leadership to create positive change. Learning Objectives: (a) Demonstrate resilience through taking risks, failing, questioning and then adapting your actions and thinking to the contexts you encounter in class and in your community. How do you prepare to come in right again, again and again? (b) Improve ability to research and analyze complex social issues/systems in order to create sustainable and effective actions. How do you create an adaptive solution to a challenging problem? What is the importance of and how does one explore various viewpoints, complete in-depth research and look at the system as a whole? (c) Push your personal and interpersonal boundaries to support a safe, learning community during our classroom time and a regular self-renewal practice. How do you help to create our safe community? How do you prohibit or damage the safe community? Why is it vital for leaders to find ways to renew themselves personally and professionally? What are some ways to do this? (d) Strengthen self-awareness of the interaction of your personal framework of being in the world and other's framework of being in the world. How do your set of values, political, social and philosophical viewpoints live in the world along side that of other people's set of values, political, social and philosophical viewpoints? Why and how does this matter to our leadership (individually and collectively)? (e) Increase awareness of and practice the discipline (mental, physical, and emotional) that is required to become a responsible and accountable leader and learner in our world today. (f) Explore more deeply these concepts important to leadership. What exactly do they mean? How do you make sense of them in your practice of leadership? -- Adaptive Leadership --Values --Power --Relationships --Accountability and trust
PA 3961 Leadership, You, and Your Community
A-F only, 3 credit(s); PA 1961W or CFAN 3480 or CFAN 1101 or EDPA 1301W or EDPA 1302 or OLPD 1301W or OLPD 1302
Credit will not be granted if credit has been received for: OLPD 3302;
Instructor: Hellstrom, David P
Description: This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine how values (their own and others) guide leadership and social change. We will focus on how change is possible around a given social issue and how local organizations/businesses/groups utilize leadership to create positive change. Learning Objectives: (a) Demonstrate resilience through taking risks, failing, questioning and then adapting your actions and thinking to the contexts you encounter in class and in your community. How do you prepare to come in right again, again and again? (b) Improve ability to research and analyze complex social issues/systems in order to create sustainable and effective actions. How do you create an adaptive solution to a challenging problem? What is the importance of and how does one explore various viewpoints, complete in-depth research and look at the system as a whole? (c) Push your personal and interpersonal boundaries to support a safe, learning community during our classroom time and a regular self-renewal practice. How do you help to create our safe community? How do you prohibit or damage the safe community? Why is it vital for leaders to find ways to renew themselves personally and professionally? What are some ways to do this? (d) Strengthen self-awareness of the interaction of your personal framework of being in the world and other's framework of being in the world. How do your set of values, political, social and philosophical viewpoints live in the world along side that of other people's set of values, political, social and philosophical viewpoints? Why and how does this matter to our leadership (individually and collectively)? (e) Increase awareness of and practice the discipline (mental, physical, and emotional) that is required to become a responsible and accountable leader and learner in our world today. (f) Explore more deeply these concepts important to leadership. What exactly do they mean? How do you make sense of them in your practice of leadership? -- Adaptive Leadership --Values --Power --Relationships --Accountability and trust

PA 3971 Leadership Minor: Field Experience
A-F only, 3 credit(s); PA 3961 or 3961W or EDPA 3302 or EDPA 3302W or OLPD 3302
Credit will not be granted if credit has been received for: OLPD 3306;
Instructor: Ve Lure Roholt, Christine Elizabeth
Description: Student may contact the instructor or department for information.

PA 3971 Leadership Minor: Field Experience
A-F only, 3 credit(s); PA 3961 or 3961W or EDPA 3302 or EDPA 3302W or OLPD 3302
Credit will not be granted if credit has been received for: OLPD 3306;
Instructor: Frazzini, Ronald Michael
Description: Student may contact the instructor or department for information.

PA 3971 Leadership Minor: Field Experience
A-F only, 3 credit(s); PA 3961 or 3961W or EDPA 3302 or EDPA 3302W or OLPD 3302
Credit will not be granted if credit has been received for: OLPD 3306;
Instructor: Marcy, Ben
Description: Student may contact the instructor or department for information.

PA 4101 Nonprofit Management and Governance
3 credit(s);
Instructor: Rojas, Allison Langell
Description:

PA 4290 Topics in Planning: Citizen Science, Crowdsourcing, and Active Travel
1 credit(s), max credits 9, 3 completions allowed;
Instructor: Lindsey, Greg H
Description: Citizen Science, Crowdsourcing, and Active Travel: Building Evidence for Policy and Management. Citizen science is a general term used to refer to the engagement of lay individuals or volunteers in science, especially the observation of phenomena and collection and analysis of scientific data. Crowdsourcing, or the outsourcing of tasks to undefined, distributed groups of individuals, is increasingly being used by public agencies and nonprofit organizations to facilitate citizen science. Active travel, which refers to bicycling and walking, or non-motorized transportation, is an integral part of urban transportation systems, but evidence about traffic volumes are not available in most cities. Students in this class will learn how public and non-profit organizations are collaborating to involve volunteers in the collection and analysis
of scientific and technical information through the use of new web-based smart phone or tablet applications. The course will emphasize learning by doing: following completion of a set of readings on citizen science, crowdsourcing, and traffic monitoring, students will test a beta version of a new app for counting bicyclists and pedestrians, analyze bicycle and pedestrian counts, and use counts to estimate traffic volumes. Students will have the opportunity to meet and work with local officials. Students who complete the course will gain an understanding of the opportunities, limitations and potential of citizen science, the complexities and challenges of crowdsourcing, and the range of technical methods used by planners and engineers to monitor non-motorized traffic. Students who complete the course also will gain additional skills in writing, quantitative analysis, and oral communication. The course will be of interest to any student interested in the challenges of producing evidence to support programmatic or policy initiatives.

PA 4961W Leadership for Global Citizenship  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Nobbe, June Elly  
Description: Student may contact the instructor or department for information.

PA 4961W Leadership for Global Citizenship  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Asmundson, Aaron R  
Description: Student may contact the instructor or department for information.

PA 5002 Introduction to Policy Analysis  
A-F only, 1.5 credit(s);  
Instructor: Kudrle, Robert T  
Description: This course provides an introduction to policy analysis. A general definition of policy analysis is ‘a systematic and organized way to evaluate public policy alternatives or existing government programs.’ The key elements of policy analysis are: problem structuring, monitoring, evaluation, forecasting, policy simulation, and recommendation. There are many approaches to problem structuring. One central approach to problem structuring uses the tools of microeconomic policy analysis. This approach emphasizes the role of efficiency and choices. It is, therefore, helpful for students to understand the role that efficiency plays in policy analysis and the strengths and weaknesses associated with reliance upon the efficiency criterion in structuring policy problems and crafting policy recommendations. There are many other perspectives on the structuring problems that come before public policy makers. These perspectives, with their associated methods, involve the understanding of the policy process, an appreciation for the institutional and cultural environment within which public problems arise, and an intimate familiarity with the political aspects of many problems that involve competing goals and objectives among divergent groups in society. This course will focus most on the efficiency approach with due concern for other issues. It is often the case that policy choices involve both efficiency and equity considerations. Thus, the course details the problems associated with the frequent tensions between equity and efficiency. Many of the examples discussed in class relate to instances where market mechanisms and/or government policies fail. Throughout the course we will summarize some of the key approaches to mitigating market and government failure problems.

PA 5002 Introduction to Policy Analysis  
A-F only, 1.5 credit(s);  
Instructor: Lindsey, Greg H  
Description:

PA 5003 Introduction to Financial Analysis and Management  
A-F only, 1.5 credit(s);  
Instructor: Zhao, Zhirong Jerry  
Description: Basic finance/accounting concepts/tools used in public/nonprofit organizations. Fund accounting, balance sheet and income statement analysis, cash flow analysis, and public/nonprofit sector budgeting processes. Lectures, discussions. Cases/examples from nonprofit and public sector organizations

PA 5012 The Politics of Public Affairs  
A-F only, 3 credit(s);  
Instructor: Burns, Melanie Faith  
Description: What is desirable from the perspective of policy analysis and policy expertise is not always what is legislatively feasible in the face of established institutions and multiple and competing interests and values. Although the impetus for pursuing apolitical approaches to making public policy is understandable, it often rests on decision-making models that circumvent or diminish democratic processes and side step critical issues related to political power. The purpose of this course is to illuminate the obstacles and opportunities that shape the development of public policy in the United States.  
Style: 20% Discussion, 10% Small Group Activities, 20% Student Presentation, 50% Web Based.  
Grading: 30% reports/papers, 13% quizzes, 15% written homework, 12% attendance, 10% in-class presentation, 20%
class participation. Quizzes consist of one question asked at the beginning of class about the week's readings.

Exam Format: No exam.

PA 5012 The Politics of Public Affairs
A-F only, 3 credit(s);
Instructor: Soss, Joe
Description: Stages of policy making from agenda setting to implementation. Role/behavior of political institutions (courts, legislatures, executives, bureaucracies) and citizens, social movements, and interest groups. Concepts of political philosophy. Theories of the state. Team taught, interdisciplinary course. Small discussion sections.

PA 5012 The Politics of Public Affairs
A-F only, 3 credit(s);
Instructor: Phinney, Robin Linden
Description: This class will explore how political processes, institutions, and actors shape public policy in the United States. Over the course of the semester, we will consider how political institutions impact policymaking across multiple venues, how formal and informal political actors influence policy development, the emergence of issues on the political agenda, and the use of policy analysis in the policymaking process. We will explore how policies, once enacted, perpetuate or redefine relationships between groups in society and between citizens and government. The goal of the class is to highlight how features of the political system shape policy creation, implementation, and evolution, and to provide opportunities for students to engage with and learn to navigate the political dimensions of policy.
Style: 40% Lecture, 40% Discussion, 10% Small Group Activities, 10% Student Presentation.
Grading: 70% reports/papers, 10% in-class presentation, 20% class participation.

PA 5022 Economics For Policy Analysis and Planning II: Macroeconomics for Public Policy
A-F only, 0 credit(s), max credits 4.5, 3 completions allowed;
Instructor: Le, Thanh Trung
Description: Application of economic reasoning to various public policy issues. Cost-benefit analysis, nonmarket valuation, and tax analysis.

PA 5022 Economics For Policy Analysis and Planning II: Economics of Social Insurance Programs
A-F only, 3 credit(s), max credits 4.5, 3 completions allowed;
Instructor: Hanratty, Maria J
Description:

PA 5022 Economics For Policy Analysis and Planning II: Cost-Benefit Analysis
A-F only, 1.5 credit(s), max credits 4.5, 3 completions allowed;
Instructor: Temple, Judy
Description: Purpose: This class introduces students to methods used in cost-benefit analysis, the leading evidenced-based method for guiding decisions about whether a government program or policy improves the well-being of society. For Humphrey students, this course fulfills part of the economics core requirement (PA 5021-5022). For students who have already fulfilled that requirement, this course can be used to satisfy requirements in the Advanced Policy Analysis concentration. The syllabus shown in this course guide is from a previous semester.

PA 5022 Economics For Policy Analysis and Planning II: Systems Thinking and Modeling
A-F only, 1.5 credit(s), max credits 4.5, 3 completions allowed;
Instructor: Bielicki, Jeffrey
Description: We talk a lot about systems: economic systems, environmental systems, social systems, energy systems, and so on. We understand that they exist and are important, but we often fail to comprehend their connections and couplings. Often, unintended consequences and policy resistance arise when well-intentioned interventions fail to consider the characteristics of systems and the feedbacks within them. Systems thinking and modeling provides insights into how systems function, and how interventions may play out over time. As a means to address the problems of today, and increase the chance of staving off the problems of the future, students will learn to think about real-world systems, decompose them, and build models and approaches that can be used for policy analysis and planning.

PA 5022 Economics For Policy Analysis and Planning II: Game Theory & Interdependent Actions
A-F only, 1.5 credit(s), max credits 4.5, 3 completions allowed;
Instructor: Bielicki, Jeffrey
Description: The world is full of situations where choices and outcomes are shaped by the actions of others. This course uses principles and approaches from game theory to analyze interdependent situations and comprehend the causes and consequences of them. This course equips students with the ability to more effectively understand and participate in such situations, as well as design frameworks governing them. The techniques and insights provided by this course apply to a wide range of issues for policy and public affairs, such as international negotiations, national security, and energy and
environment.
**Style:** 40% Lecture, 40% Discussion, 12% Small Group Activities, 8% Student Presentation.
**Grading:** 45% reports/papers, 45% written homework, 10% class participation.

PA 5032 Intermediate Regression Analysis
**A-F only, 2 credit(s);**
**Instructor:** Kudrle, Robert T
**Description:** This course is designed to help you read, understand, interpret, use and evaluate empirical work. To advance that goal, attention is concentrated on one of the main techniques used by social scientists and public policy researchers: regression analysis. You will learn the assumptions that underlie both bivariate and multivariate regression. You will learn how to perform regressions using STATA, perhaps the most widely used computer program in advanced social science research. Most important of all, you will learn to spot violations of the assumptions that give regression results desirable qualities and how to take the corrective measures necessary to improve your ability to make valid inferences.

PA 5033 Multivariate Techniques
**A-F only, 2 credit(s);**
**Instructor:** Kleiner, Morris M
**Description:** The class examines how statistical approaches can be used to examine public policies. This course is designed to help you read, understand, interpret, use and evaluate empirical work used in the social sciences and by policy analysts. To advance that goal, the class concentrates its attention on several quantitative techniques used by public policy researchers and advisers to policy makers.

PA 5035 Survey Research and Data Collection
**A-F only, 1.5 credit(s);**
**Instructor:** Daves, Robert P
**Description:** This course is a quick but comprehensive overview of the most common qualitative and quantitative applied social science research methods. The course spends the most time on survey research and how students can use it in their future work. At the end of the course, students should be familiar enough with how quantitative and qualitative research methods work to help them set research objectives, choose appropriate research techniques to meet those objectives, choose research vendors, evaluate vendors' work, and use the reports that vendors supply. The course attends mainly to the survey research process and we'll spend time on the topic of polling; but also explores the major qualitative and quantitative methods of scientific social inquiry. We also will cover the basics of measurement theory, opinion formation, and research ethics. We'll also be using in-class discussion groups to review readings, and do work in small groups to develop objectives for a survey research project, design the sample, construct a questionnaire, and gather, enter and tabulate data. The small groups will present their project and its findings to the class.

PA 5036 Regional Economic Analysis
**A-F only, 2 credit(s);**
**Instructor:** Assaad, Ragui A
**Description:**

PA 5037 Regional Demographic Analysis
**A-F only, 2 credit(s);**
**Instructor:** Assaad, Ragui A
**Description:**

PA 5039 Analytics for Leaders II
**A-F only, 2 credit(s);**
**Instructor:** Le, Thanh Trung
**Description:**

PA 5052 Cohort Leadership II
**A-F only, 2 credit(s);**
**Instructor:** Zentner Bacig, Karen
**Description:** Student may contact the instructor or department for information.

PA 5054 Cohort Policy Analysis II
**A-F only, 2 credit(s);**
**Instructor:** Zentner Bacig, Karen
**Description:** Student may contact the instructor or department for information.
PA 5056 Cohort Quantitative Analytics II
A-F only, 2 credit(s);
Instructor: Le, Thanh Trung
Description: Student may contact the instructor or department for information.

PA 5080 Capstone Preparation Workshop
S-N only, 1 credit(s);
Instructor: Stone, Melissa M
Description:

PA 5080 Capstone Preparation Workshop
S-N only, 1 credit(s);
Instructor: Myers Jr, Samuel L
Description: Student may contact the instructor or department for information.

PA 5101 Management and Governance of Nonprofit Organizations
3 credit(s);
Instructor: Stone, Melissa M
Description: This course focuses on distinctive features of managing and governing nonprofit organizations and draws on current theories, concepts and real world examples to explore particular management and governance challenges. For example, these may include tensions between pursuing the nonprofit's historical mission or responding to dynamic funding markets; the need to be autonomous and avoid mission drift while depending in large part on outside sources of financial support; and questions concerning who does the leading/managing and who does the governing because of the part-time, volunteer nature of boards.
Style: 25% Lecture, 50% Discussion, 15% Small Group Activities, 10% Guest Speakers.
Grading: 80% reports/papers, 20% class participation.

PA 5105 Integrative Leadership Seminar
OPT No Aud, 3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: MGMT 6402;
Instructor: Quast, Louis Neumann
Description: This is an interdisciplinary, 3-credit seminar led by co-instructors from multiple schools of the university. Students will: a) learn to recognize and diagnose integrative leadership challenges and opportunities; b) build their own capacities to practice integrative leadership through group work in individualized peer-to-peer coaching in diverse teams and through being exposed to a range of boundary work practices; and c) gain better knowledge of the leadership contexts within their own profession and in other sectors. We emphasize contexts for integrative leadership at five basic levels: within individuals, within and across groups, within and across organizations, within and across sectors, and at the societal scale. Learning occurs through reading foundational materials, personal leadership coaching, engaging extensively with examples from guest speakers and case materials, developing a group capstone project on integrative leadership, and iteratively coproducing an understanding of what integrative leadership is.
Requirements: - that the student be in the MBA or EMBA program OR - that the student be a master's student in the Humphrey who has taken PA 5011 or PA 5941 or obtains instr consent [this rule is in place for registration for the PA section of the course, PA 5105] OR - that the student obtain the instructor's consent
Style: 15% Lecture, 20% Discussion, 25% Small Group Activities, 10% Student Presentation, 15% Guest Speakers, 15% Web Based.
Grading: Participation in class-based learning and discussion - 20% Biweekly reading notes and biweekly reflection notes - 30% Team case study project research, presentation, and report - 30% Integrative leadership peer-to-peer coaching: 20%
obtains instr consent [this rule is in place for registration for the PA section of the course, PA 5105] OR - that the student obtain the instructor's consent

Style: 15% Lecture, 20% Discussion, 25% Small Group Activities, 10% Student Presentation, 15% Guest Speakers, 15% Web Based.

Grading: Participation in class-based learning and discussion - 20% Biweekly reading notes and biweekly reflection notes - 30% Team case study project research, presentation, and report - 30% Integrative leadership peer-to-peer coaching: 20%

PA 5106 Foundations of Ethical Practice in Public Affairs
OPT No Aud, 1 credit(s);
Instructor: Stone, Paul Clois
Description:

PA 5112 Public Budgeting
3 credit(s);
Instructor: Penny, Timothy Joe
Description:

PA 5113 State and Local Public Finance
3 credit(s);
Instructor: Zhao, Zhirong Jerry
Description: Theory/practice of financing. Providing public services at state/local level of government. Emphasizes integrating theory/practice, applying materials to specific policy areas, and documenting wide range of institutional arrangements across/within the 50 states.

PA 5122 Law and Public Affairs
3 credit(s);
Instructor: Freeman, Michael O
Description: This class, which I describe as Law and the Making of Public Policy, will provide public policy graduate students with the history, logic and analysis of the law necessary to help use law as a tool to impact public policy. We will review American law from a historical perspective, but primarily focus upon comprehending how political, judicial, legislative, and administrative actions change and frame public policy. Initially we will develop a basic understanding of legal terms, case analysis, the development of judge-made law, and the writing and interpretation of statutes. We will not learn how to practice law; instead we will learn how to use the law to accomplish our public policy goals. Then we will concentrate on how law provided the framework and structure to help make profound public policy changes in a several areas such as Labor Law, Gender Equity and Racial Equity. For example, we will trace the struggle for Gender Equity from the Seneca Falls declaration in 1848 to establishment of profound rights in Title VII of the Civil Rights Act of 1965. We will also focus on the first Ten Amendments to the U.S. Constitution; the Bill of Rights, from the origin, changes over 200 years and their meaning today. Finally, we will review how the modern environmental movement established its momentum for change and how it has, in the view of many, stalled out. We will review both the Court action in Fore vs. Bush and the MN Senate Recount of 2008. Did our systems work, did they meet our expectations or did they fall short. Other non-Humphrey graduate students, law school students who want a breath of fresh air, and mature upper class undergraduates are welcome to contact the instructor about joining us. Other such students have enjoyed this course in the past. My classrooms have always been lively forums for discussion, debate and enlightened exchange of ideas. If you like active learning you will do well here. Texts Required Abadinsky, Howard. Bodenhamer, David J. and Ely, James W. Jr. ed. The Bill of Rights in Modern America Revised and Expanded. Bloomington Indiana: The Indiana University Press, 1993, 2008. Berman, Harold J., Greiner, William R & Saliba, Samir N. The Nature & Functions of Law, Fifth Edition, New York: The Foundation Press, Inc. 1996. Introduction to Part Four and Chapters 9, 10 & 11. Reading assignments available on line. Each class will begin with a Socratic level discussion on the required readings. The second half may include guest speakers. Grades will be based on class participation, a mid-term and a final exam.

PA 5190 Topics in Public and Nonprofit Leadership and Management: Leadership to Address Global Grand Challenges
1.5 credit(s), max credits 9, 3 completions allowed;
Instructor: Bloomberg PhD, Laura L
Description: This 4-day skills-based course will introduce participants to select integrative leadership strategies useful in addressing global grand challenges. Specifically, we will focus on leadership practices that foster collective action across diverse groups of people, including: 1. Hosting dialogue, debate and deliberation; 2. Mapping polarities and balancing paradox 3. Designing inclusive decision-making processes; Not surprisingly, grand challenges often emerge at the convergence of systems, sectors, or global institutions. For example, the grand challenges at the convergence of human health, animal health, economic development and environmental change include such issues as global food security, emerging infectious diseases, climate change, antimicrobial use and the control of catastrophic animal diseases with significant adverse effects on global economies. The course culminates on Thursday, January 17th with an opportunity for
participants to apply key leadership skills in a public setting with multi-sector stakeholders. Students will serve as co-hosts along with course instructors for a day-long professional forum to address a contemporary food security grand challenge that is also a paradoxical dilemma conducive to polarity mapping: balancing animal well-being and agricultural worker safety. This Finding Common Ground Forum is hosted by the University of Minnesota Center for Integrative Leadership (CIL) and the Global Initiative for Food Systems Leadership (GIFSL). Following the Forum, students will meet for dinner, a Forum de-brief, and discussion of course follow-up assignments (which will be completed on-line).

PA 5190 Topics in Public and Nonprofit Leadership and Management: Leadership to Address Global Grand Challenges
1.5 credit(s), max credits 9, 3 completions allowed;
Instructor: Hueston DVM, William D.
Description: This 4-day skills-based course will introduce participants to select integrative leadership strategies useful in addressing global grand challenges. Specifically, we will focus on leadership practices that foster collective action across diverse groups of people, including: 1. Hosting dialogue, debate and deliberation; 2. Mapping polarities and balancing paradox 3. Designing inclusive decision-making processes; Not surprisingly, grand challenges often emerge at the convergence of systems, sectors, or global institutions. For example, the grand challenges at the convergence of human health, animal health, economic development and environmental change include such issues as global food security, emerging infectious diseases, climate change, antimicrobial use and the control of catastrophic animal diseases with significant adverse effects on global economies. The course culminates on Thursday, January 17th with an opportunity for participants to apply key leadership skills in a public setting with multi-sector stakeholders. Students will serve as co-hosts along with course instructors for a day-long professional forum to address a contemporary food security grand challenge that is also a paradoxical dilemma conducive to polarity mapping: balancing animal well-being and agricultural worker safety. This Finding Common Ground Forum is hosted by the University of Minnesota Center for Integrative Leadership (CIL) and the Global Initiative for Food Systems Leadership (GIFSL). Following the Forum, students will meet for dinner, a Forum de-brief, and discussion of course follow-up assignments (which will be completed on-line).

PA 5190 Topics in Public and Nonprofit Leadership and Management: Public Service Redesign
1.5 credit(s), max credits 9, 3 completions allowed;
Instructor: Kiedrowski, P. Jay
Description: Student may contact the instructor or department for information.

PA 5204 Urban Spatial and Social Dynamics
3 credit(s);
Instructor: Goetz, Edward Glenn
Description:

PA 5212 Managing Urban Growth and Change
3 credit(s);
Instructor: Goetz, Edward Glenn
Description: Theory/practice of planning, promoting, and controlling economic growth/change in urban areas. Economic development tools available to state/local policymakers, historic context of their use in the United States. legal, social, and economic implementation constraints. Interactions among economic, social, and demographic trends.

PA 5221 Private Sector Development
3 credit(s);
Instructor: Janzen, Amanda SoJin
Description: While policy-makers, public administrators, planners, and members of the community all play their parts, in the end, it is private sector developers who really build our cities. Developers use a wide variety of tools, skills, and resources to identify, analyze, and capitalize on opportunities that often are not apparent to their competitors or the public. Developers are also very entrepreneurial, as they play for high stakes and must possess an extraordinary tolerance for both ambiguity and risk if they are to realize their creative visions and their anticipated profits. This course is for those students interested in gaining an understanding of how the real estate development process works from the viewpoint of the private developer. The course is designed to promote an understanding of the structure of urban real estate markets, the techniques of analysis and planning for real estate development, and the leadership and management skills required to see a project through to completion. It emphasizes quantitative methods including site and building analysis, market analysis, and economic analysis through the creation and manipulation of pro-forma financial statements. At the same time students will be required to consider qualitative issues such as a developer's background, temperament, goals, and access to resources as well as the importance of fit between a developer, a project, and other team members and actors including equity partners and lenders, architects and builders, government, and other local interests. By applying these qualitative and quantitative methods of analysis to actual projects, students will gain personal insight into the developer's decision-making process. Through facilitated discussion of case studies as well as exercises, mini-lectures, and guest presentations, students will come to understand how, in a process of creative synthesis, developers combine these tools
with money, social and political capital, and personal skills to implement projects and bring their grand plans to fruition. The focus of the course will be on the acquisition, development, ownership, operation, and disposition of rental real estate, with an emphasis on the four main product categories - commercial, retail, industrial, and multi-family residential. Attention will also be given to for-sale housing and condominiums, land development, non-profit development, and large scale urban redevelopment. The course will consider the reconciliation of private interests with public goals, however in doing so it will take a distinctly private market viewpoint.  

**Style:** 20% Lecture, 70% Discussion, 5% Field Trips, 5% Guest Speakers. Almost the entire class time every week will be dedicated to facilitated discussions about cases and subjects. This requires preparation and active participation by the student.  

**Grading:** 30% final exam, 20% reports/papers, 30% written homework, 5% attendance, 10% class participation, 5% other evaluation. The course is based on the case study method of learning and 40% of a student's grade is derived from completing and submitting case write-ups on time and participation in class discussions.  

**Exam Format:** The final exam will be a take home case study exam.

---

**PA 5221 Private Sector Development**

3 credit(s);  
Instructor: Brown, Peter H  
**Description:** While policy-makers, public administrators, planners, and members of the community all play their parts, in the end, it is private sector developers who really build our cities. Developers use a wide variety of tools, skills, and resources to identify, analyze, and capitalize on opportunities that often are not apparent to their competitors or the public. Developers are also very entrepreneurial, as they play for high stakes and must possess an extraordinary tolerance for both ambiguity and risk if they are to realize their creative visions and their anticipated profits. This course is for those students interested in gaining an understanding of how the real estate development process works from the viewpoint of the private developer. The course is designed to promote an understanding of the structure of urban real estate markets, the techniques of analysis and planning for real estate development, and the leadership and management skills required to see a project through to completion. It emphasizes quantitative methods including site and building analysis, market analysis, and economic analysis through the creation and manipulation of pro-forma financial statements. At the same time students will be required to consider qualitative issues such as a developer's background, temperament, goals, and access to resources as well as the importance of fit between a developer, a project, and other team members and actors including equity partners and lenders, architects and builders, government, and other local interests. By applying these qualitative and quantitative methods of analysis to actual projects, students will gain personal insight into the developer's decision-making process. Through facilitated discussion of case studies as well as exercises, mini-lectures, and guest presentations, students will come to understand how, in a process of creative synthesis, developers combine these tools with money, social and political capital, and personal skills to implement projects and bring their grand plans to fruition. The focus of the course will be on the acquisition, development, ownership, operation, and disposition of rental real estate, with an emphasis on the four main product categories - commercial, retail, industrial, and multi-family residential. Attention will also be given to for-sale housing and condominiums, land development, non-profit development, and large scale urban redevelopment. The course will consider the reconciliation of private interests with public goals, however in doing so it will take a distinctly private market viewpoint.  

**Style:** 20% Lecture, 70% Discussion, 5% Field Trips, 5% Guest Speakers. Almost the entire class time every week will be dedicated to facilitated discussions about cases and subjects. This requires preparation and active participation by the student.  

**Grading:** 30% final exam, 20% reports/papers, 30% written homework, 5% attendance, 10% class participation, 5% other evaluation. The course is based on the case study method of learning and 40% of a student's grade is derived from completing and submitting case write-ups on time and participation in class discussions.  

**Exam Format:** The final exam will be a take home case study exam.

---

**PA 5242 Environmental Planning, Policy, and Decision Making**

A-F only, 3 credit(s);  
Instructor: Slotterback, Carissa Schively  
**Description:** The course integrates insights from theory and practice related to environmental planning, policy, and decision making. Readings, projects, and discussions will highlight ethical, legal, and institutional frameworks from the local to the global scales relative to a range of environmental issues, including natural resource conservation, water, air, endangered species, waste, climate change, and sustainability. In addition, the course will examine innovative approaches to environmental decision making informed by collaborative planning, conflict resolution, adaptive management, and resilience thinking. The course will draw on theoretical perspectives, case material, and real-world examples from planning and environmental decision-making contexts at multiple scales. Special emphasis will be placed on integrating cross-disciplinary perspectives on environmental issues, decision-making approaches, and implementation techniques. The course will take a primarily domestic focus, with international cases and examples integrated for comparative purposes. The course is appropriate for graduate level students in urban planning, public policy, social and natural sciences, natural resource management, and design.

---

**PA 5261 Housing Policy**

A-F only, 3 credit(s); Grad or instr consent Credit will not be granted if credit has been received for: HSG 5463;
Instructor: Crump, Jeffrey R
Description: This course is an exploration of Housing Policy in the United States. We begin by setting the context for U.S. housing by examining the social and spatial segmentation of housing in the U.S. Of particular interest is the fact of racial discrimination in housing which has produced a deeply segregated residential structure. We next move on to an examination of federal housing policy including the deregulation of the mortgage industry, public housing policy and the Community Reinvestment Act (CRA). Following that, we study state and local housing policies with particular focus of local initiatives to address issues of housing affordability and racial segmentation in the housing market.

PA 5290 Topics in Planning: Sustainable Transportation
3 credit(s), max credits 12, 3 completions allowed;
Instructor: Rosell, Antonio Martin
Description: The purpose of this course is to explore concepts of sustainability in the movement of people and goods in our cities, and to learn techniques, best practices and methods for planning and implementing interventions that improve the social, economic and environmental sustainability of our communities. The course will focus on the US urban transportation context, but will also explore current mobility issues and sustainable mobility interventions in a variety of world settings and conditions, highlighting standards and emerging and best practices in use in the US, Europe, Latin America, and other locations.

PA 5290 Topics in Planning: Citizen Science, Crowdsourcing, and Active Travel
1 credit(s), max credits 12, 3 completions allowed;
Instructor: Lindsey, Greg H
Description: Citizen Science, Crowdsourcing, and Active Travel: Building Evidence for Policy and Management. Citizen science is a general term used to refer to the engagement of lay individuals or volunteers in science, especially the observation of phenomena and collection and analysis of scientific data. Crowdsourcing, or the outsourcing of tasks to undefined, distributed groups of individuals, is increasingly being used by public agencies and nonprofit organizations to facilitate citizen science. Active travel, which refers to bicycling and walking, or non-motorized transportation, is an integral part of urban transportation systems, but evidence about traffic volumes are not available in most cities. Students in this class will learn how public and non-profit organizations are collaborating to involve volunteers in the collection and analysis of scientific and technical information through the use of new web-based smart phone or tablet applications. The course will emphasize learning by doing: following completion of a set of readings on citizen science, crowdsourcing, and traffic monitoring, students will test a beta version of a new app for counting cyclists and pedestrians, analyze bicycle and pedestrian counts, and use counts to estimate traffic volumes. Students will have the opportunity to meet and work with local officials. Students who complete the course will gain an understanding of the opportunities, limitations and potential of citizen science, the complexities and challenges of crowdsourcing, and the range of technical methods used by planners and engineers to monitor non-motorized traffic. Students who complete the course also will gain additional skills in writing, quantitative analysis, and oral communication. The course will be of interest to any student interested in the challenges of producing evidence to support programmatic or policy initiatives.

PA 5301 Population Methods & Issues for the United States & Global South
3 credit(s);
Instructor: Kennedy, Sheela
Description: This course is a survey of the field of Population Studies. It covers the basic demographic methods used to measure mortality, fertility, migration, and population growth. Students will also gain familiarity with population trends in the U.S. and internationally. Topics covered include demographic transitions, trends in life expectancy and disability, HIV/AIDS, fertility and family planning, population growth and the environment, population aging, and family structure and living arrangements. The course will also emphasize the relationship between population policies, development, and population trends.
Style: 50% Lecture, 50% Discussion.
Grading: 35% reports/papers, 20% written homework, 25% additional semester exams, 5% reflection paper, 5% in-class presentation, 10% class participation.

PA 5311 Program Evaluation
3 credit(s);
Instructor: Bloomberg PhD, Laura L
Description: This course will explore the complexities and realities of conducting evaluation studies in community-based settings, including schools, non-profit organizations, and collaborative initiatives. The class will use a case study approach to compare and contrast different evaluation projects-from establishing guiding evaluation questions to instrumentation, data collection, data analysis, and presentation of findings to multiple audiences. Primary emphasis will be on evaluation ethics, theory-based evaluation and logic modeling in real world settings. Over the course of the semester, students will design and develop their own comprehensive evaluation plan for a selected program. The art of evaluation involves
creating a design and gathering information that is appropriate for a specific situation and particular policymaking context. In art there is no single, ideal standard. Beauty is in the eye of the beholders, and the evaluation beholders include a variety of stakeholders: decision makers, policy makers, funders, program managers, staff, program participants, and the general public. Any given design is necessarily an interplay of resources, practicalities, methodological choices, and personal judgments by the people involved”. (Michael Quinn Patton, 2004)

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

**Grading:** 20% reports/papers, 30% special projects, 20% written homework, 20% in-class presentation, 10% class participation.

---

**PA 5421 Racial Inequality and Public Policy**

3 credit(s);

**Instructor:** Myers Jr,Samuel L

**Description:** This seminar explores the historical roots of racial inequality in American society and the economic consequences for contemporary times. Focus will be placed on public policy developments and intellectual debates in the "Post-Civil Rights Era," i.e., recent years when race-based strategies for reduction of economic disparities no longer are politically feasible and the "Post-Racialism Era" when race itself is no longer considered an explanation for inequality. The first half of the course explores the various causes and the empirical evidence on racial and ethnic economic inequality. The second half the course introduces the methods and techniques for assessing the effectiveness of alternative remedies to inequality. Some consideration is given to the problem of race and racial inequality in a comparative perspective, even though the main focus of much of the course is on the United States. Special attention is paid to changing notions of race and federal and state responses to rapid demographic changes. The seminar will provoke open debate and discourse about public policy responses to racial inequality. The emphasis is on stimulating seminar participants to think about and to analyze critically the range of strategies offered for reducing racism and racial and ethnic economic inequality.

---

**PA 5431 Public Policies on Work and Pay**

3 credit(s);[[PA 5031 or equiv], grad student] or instr consent credit will not be granted if credit received for: HRIR 5061Credit will not be granted if credit has been received for: HRIR 5061;

**Instructor:** Kleiner,Morris M

**Description:**

---

**PA 5490 Topics in Social Policy: Identity and Public Policy**

3 credit(s), max credits 9, 3 completions allowed;

**Instructor:** Fitzpatrick,Debra Hare

**Description:** Multiple and intersecting identity categories (gender/gender expression, race/ethnicity, class, sexual orientation, immigration status and others) continue to play an important role in public policy. The course explores the role of identity in public policy through various theoretical frameworks (feminist, queer/gender, intersectionality and discourse/social construction theories) and across a variety of substantive policy arenas. The multi-disciplinary course includes 10 faculty members from the Humphrey School, as well as Political Science, Education Human Development, Social Work, Law and others, with each teaching a one week section on related areas of their scholarships (see bio for list). Sessions include the following topics: black feminist theory and politics; hip hop politics; black queer politics; implicit/unconscious bias; covering and sexual orientation; intersectionality and interest groups; gender and immigration/refugee policy; unpaid and paid caregiving; domestic violence reduction in African American communities; national and international education policy; neighborhood revitalization and sex trafficking; feminist economics and data collection. After completing the course, students should be able to: ? Understand and explain how a policymaker?s own identity can be both a resource and a barrier in the policymaking process; ? Demonstrate how policymakers (and the policies they create) are an important component in the ongoing, negotiated construction of identity categories and targeted populations; ? Show how assigned, assumed, performed identity results in differential participation in policymaking processes; and ? Use an intersectional analysis to reveal disparate policy treatment and outcomes for subgroups of people or targeted populations. Most weeks, the Tuesday and Thursday sessions will be taught by the same faculty member. Visiting faculty members will leave for the last 15 minutes of our Thursday sessions when we will consolidate our learning for the week and connect to prior sessions. A very short reaction paper for each set of readings will be due weekly and one longer paper, an intersectional analysis on a policy area of the students choosing will be due. The paper must be fairly concise: no more than 15 pages of text plus a one-page executive summary. A process of peer reviewing will be used to improve the final papers and facilitate the paper-writing process. Each student will present a brief summary of their intersectional analysis to the class during the last week of the course.

**Style:** 30% Lecture, 12% Film/Video, 36% Discussion, 6% Small Group Activities, 6% Student Presentation.

---

**PA 5490 Topics in Social Policy: Contemporary Social Theory and Public Policy**

3 credit(s), max credits 9, 3 completions allowed;

**Instructor:** Page,Joshua A

**Description:**

---

**PA 5501 Theories and Policies of Development**
PA 5521 Development Planning and Policy Analysis
3 credit(s);
Instructor: Assaad,Ragui A
Description: Examines techniques/assumptions of development planning and policy analysis at the national & regional & project levels. Focus on modeling techniques & planning applications rather than theory. Students assumed to have a background in theories of economic development and to have had previous preparation in quantitative methods. The point of the course is to introduce you to some widely-used modeling techniques that you may come across in the literature, professional practice or future careers. The goal is not to make you experts in any particular method. Instead, you should come away with an appreciation of the promise and pitfalls of quantitative modeling, while acquiring a specific set of skills through hands-on application. Models in the course are used to analyze direct and indirect effects of government interventions in the economy, with a stress on intersectoral linkages. Planning & policy analysis techniques such as macroeconomic modeling, input-output analysis, social accounting matrices & multipliers are covered. Techniques used in project appraisal and evaluation such as cost-benefit analysis will be examined. While focus will be on developing countries, many techniques covered will have applications in the U.S. context.
Style: 67% Lecture, 33% Laboratory.
Grading: 15% mid exam, 85% special projects.
Exam Format: short essay, short answer.

PA 5701 Science and State
3 credit(s);
Instructor: Kelley,Steve
Description: Science & State looks at a variety of relationships between the system and culture of science and the system and culture of government and policy making. We use current and historical examples from a range of topics, including the Enlightenment, epidemics, science education, law and neuroscience. These systemic and cultural issues also show up in differences among countries and kinds of government. I designed this class to give students the tools and background knowledge that I wanted to see in my colleagues and staff when I was in public service. The goal of the class is to improve student understanding of issues at the intersection of science and policymaking, equip them with metaphors and stories that will be useful in addressing science and state conflicts and enable them to communicate effectively about issues at that intersection. We need future policymakers, analysts and policy advisers who have an interest in science and technology and who can make the policy connection.

PA 5723 Water Policy
3 credit(s);Grad student or instr consent Credit will not be granted if credit has been received for: WRS 5101;
Instructor: Swackhamer,Deborah L
Description:

PA 5731 Emerging Technologies and Society
A-F only, 3 credit(s);
Instructor: Kuzma,Jennifer
Description: The world is changing dramatically from the development and deployment of emerging technologies like biotechnology, nanotechnology, robotics, neurotechnology, and information technology. In turn, these technologies are shaped and influenced by social, political, and cultural factors. Arguably, the need to understand technology-society relationships has never been greater if ETs are to be appropriately governed to achieve visions of the future that are desirable. As such, this class will expose students to a variety of ways to conceptualize and study these relationships. Students will use multiple methodologies (e.g. case study research, future studies methods) and different disciplinary perspectives (e.g. law, policy sciences, ethics, sociology, humanities) to examine past, present, and future socio-technological systems, developments, and impacts. Core questions will include: What social, political, and cultural factors have influenced the development and use of emerging technologies in recent times? How have these technologies influenced society? How can the future impacts of technologies be better understood in the face of uncertainty? What can be done from a human perspective to control, manage, and guide emerging technologies in society? How can differing ideas about the role of ETs in society be critically examined and negotiated? How can policies or programs be designed to best utilize ETs for societal benefit while minimizing undesirable impacts or states of the world? Guest lectures and popular and scholarly writings on the ethical, legal, safety, social, cultural, and policy issues associated with emerging technologies will be used to introduce key topics and technological domains. Using this background and their own independent research, students will become active contributors to scholarship in this area by developing their own case study on a particular ET-society relationship. Under framings of case study, policy analysis, and future studies, they will develop multiple-module electronic-cases (including video, graphics, pictures, and written documents) that examine technology-society relationships and future options for governance. Upon completion of the course, students will have the opportunity...
to publish their e-cases on the Hubert Project and Initiative on Governance of Emerging Technologies (iGETs) websites. Through the course readings, discussion & lectures, and e-case project, students will gain expertise in studying ET-society relationships and skills in communicating about these relationships in accessible formats.

PA 5801 Global Public Policy
3 credit(s);
Instructor: Ron, James
Description: This course introduces global public policy issues to interested graduate students. Advanced undergraduates may also join, with instructor permission. Students meet once a week to discuss topics such as foreign policymaking, security policy, the global economy, human security, human rights, humanitarian aid, international law, development assistance, and transnational crime. A brief review of classic IR theories is included, with real world policy examples. We consider the actions of states, NGOs, and international organizations. Students from partner institutions overseas may join the class discussion through video conferencing technology.
Style: 10% Lecture, 30% Small Group Activities, 20% Student Presentation, 40% Web Based.

PA 5821 Humanitarianism
3 credit(s);
Instructor: James, Eric Jon
Description: Disaster, war and the attempt to alleviate the resulting human suffering are the focus of this course. Learn how disasters affect vulnerable people such as refugees and study places like Afghanistan, Somalia and Haiti. In this course, you?ll gain exposure to the foundations of Humanitarianism: history, ethical dilemmas, standards and methods of international aid delivery. This course, taught by Dr. Eric James, follows a problem-solving approach using case-studies, role plays and guest lecturers from leaders in the field. Dean Eric Schwartz will be a guest lecturer for three of the courses and will focus on international institutions and policy issues relating to international humanitarian response. At present, the failures of development, governance and military intervention are as pronounced as ever. In too many countries, development remains stillborn or is being undone by the challenges of economic crisis and resource scarcity, increased urbanization, the outbreak of disease and pandemics (including Avian flu, H1N1 and HIV/AIDS), a three year decline in political freedom worldwide and ever present violent conflict. Further, climate change has resulted in "natural" disasters (such as severe drought, desertification, flooding and rising sea levels) that have been linked, in 2007, to 14 out of 15 UN flash appeals for emergency funding and are expected to generate 50 million displaced people this year. There now exists a network of states, international organizations, and nongovernmental organizations that count themselves as part of the humanitarian sector. These organizations have helped to create, and been nourished by, a complex of normative and legal principles. All of this has a profound influence on the future and meeting these challenges is perhaps the most important endeavor faced by practitioners, scholars and policy makers. The overall aim of this multidisciplinary course is for students to learn and critically examine the evolution, functions, systems and challenges faced in the design, formation and implementation of humanitarianism. Combining theory and practice, this course focuses on the skills required by practitioners to formulate and manage programs in contexts where apparent "solutions" for reducing human suffering are usually far more complex than they appear on the surface. The course begins by introducing students to the basic concepts, premises and challenges of the humanitarian endeavor. Using a mix of lectures, guest visitors, case-studies and small group interactions, the second portion of the course explores the theories, ethical precepts and tools of humanitarianism. The course culminates in a full-day simulation exercise intended to familiarize students with the implementation of humanitarian assistance projects.

PA 5890 Topics in Foreign Policy and International Affairs: Crisis Management
1.5 credit(s), max credits 9, 3 completions allowed;
Instructor: Andreasen, Steven Peter
Description:

PA 5890 Topics in Foreign Policy and International Affairs: Bilateral and Multilateral Diplomacy
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Atwood, J. Brian
Description: This three-credit course will examine the practice and process of diplomacy as it relates to the development and implementation of foreign and development cooperation policy in the United States government. We will review the history of inter-state relations and the international treaties and norms that have influenced policy and the practice of diplomacy, including the 1961 Vienna Convention on Diplomatic Relations. The practice has evolved over the years though it continues to incorporate functions such as representation, reporting, negotiation, intercultural contacts, and interaction with the media (e.g. "public diplomacy"). The "globalization" phenomenon, sometimes referred to as the "post-Westphalian world," has brought many new actors into the arena, including the private sector and civil society. We will examine the ways in which these forces, institutions, and individuals interact with the work of the modern diplomat. International organizations such as the United Nations require different rules and behaviors for diplomats and we will explore these arenas, including the "soft law" approaches employed by the Organization for Economic Cooperation and Development. Specific and current policy cases will be explored to illustrate the complexity of diplomatic strategies and the tactics, techniques and methods used to implement them. In addition to providing a knowledge base, this course will focus on the development of
professional skills important to the diplomatic profession. These include policy analysis and formulation, written and verbal communication and negotiation. Diplomacy is the art of influencing the behavior of individuals, nations, and international organizations that do not necessarily share the policy goals or national interests of the diplomat. It is an art that requires perceptive understanding of other cultures, political and economic systems, the use of soft and hard power, geo-strategic positioning, global threat analysis and consensus building. We will invite experienced diplomats to share case studies with the class. Active participation by the class will be expected.

PA 5890 Topics in Foreign Policy and International Affairs: International Humanitarian Crisis Simulation
1 credit(s), max credits 9, 3 completions allowed;
Instructor: Gray, Sherry
Description:

PA 5920 Skills Workshop: Intercultural Competence
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Fennelly, Katherine
Description: The goal of the course on Intercultural Competence is to help graduate students improve their ability to interact and work effectively with diverse populations. It is primarily a web-based class, with out-of-class research, reading, and web interactions with classmates and the instructor. The class meets face-to-face twice during the semester for day-long workshops: once on Feb 15, 2013 and April 26, 2013. Throughout the course students will acquire the skills needed to complete a final project advocating public policy changes that would foster greater cross-cultural understanding. The course design engages participants in researching their own ancestries, as well as the backgrounds and needs of immigrants in their home communities. We also address issues of prejudice, discrimination and group belonging, and elicit responses to readings, web clips and films.

PA 5920 Skills Workshop: Stakeholder/SWOT Analysis and Causal Mapping
0.5 credit(s), max credits 12, 12 completions allowed;
Instructor: Munnich Jr, Lee William
Description: Participants will be introduced to three crucial tools -- stakeholder analysis, SWOT analysis, and causal mapping -- for helping design effective public policies, plans and projects. They will practice applying the methods to specific public problems and organizational challenges.

PA 5920 Skills Workshop: Effective Grantwriting in Public Affairs
1.5 credit(s), max credits 12, 12 completions allowed;
Instructor: Jacobs, Stephanie Jean
Description: Grant writing is a critical skill for almost all nonprofit organizations. Proposals are often key communication tools used by nonprofit leaders to communicate with potential funders and generate financial support. But grant writing does not simply involve sitting at your desk, churning out proposals. Nonprofits must understand the process of researching and seeking grants that are an appropriate match of the nonprofit? needs and the funder?s interests, as well as working effectively within their organizations to create substantive, fundable proposals. When the grant writing process is working at its best, development staff are aware of their clients? and organization? s needs and capabilities, are intimately familiar with the programs and services offered, and spend the majority of their time matching these needs to funders? interests. At its worst, development staff create new programs on their own based solely on funders? interests with little or no communication with program staff until the final report is due. This course addresses these and other common problems in the grant writing process and provides students with the skills and resources they need to overcome them. By the end of the workshop, students will: 1. Be familiar with the grant making process. 2. Understand what makes a good proposal. 3. Develop grant writing and program development skills.

PA 5920 Skills Workshop: Data Visualization: Telling Stories with Numbers
1 credit(s), max credits 12, 12 completions allowed;
Instructor: Pina, Gabriel
Description: This course is designed to teach you how to use data to communicate effectively. Being able to summarize and create compelling figures is as indispensable as good writing, visualizing information in the right way is central to make good decisions and understand public issues. The class will focus on four main skills: 1. Data analysis in Excel: From doing statistical analysis to pivot tables, Excel provides many analysis tool that not many people know. 2. Thinking critically: Learn to recognize patterns, find data sources and analyze data to support your ideas. 3. Designing effective figures and tables: Learn to make effective and compelling figures in Excel, recognizing what works best for the six main types of messages. 4. Communicate effectively: Learn to write and talk about numbers in compelling and clear ways. For more information check last semester Syllabus.

PA 5981 American Institutions in Historical Perspective
1.5 credit(s);
Instructor: Stone, Paul Clois
Description:

PA 5990 Topics: Public Affairs--General Topics: A Different Kind of Politics
3 credit(s), max credits 9, 6 completions allowed;
Instructor: Boyte, Harry C
Description: PA 5990.1 Empowering Politics and Public Work Monday-Wednesday 8:15 - 9:30 am Harry C. Boyte Today public affairs and other citizen professionals are at the center of both discontents and possibilities. Today public affairs and other citizen professionals are at the center of both discontents and possibilities shaping the world. Over the last generation, social scientists have documented alarming trends. Inequality is at an all-time high in America. Forbes 400 richest Americans own $ 1.7 trillion, the combined yearly household income of more than 64 million other Americans. More subtle but no less dramatic cultural degradations are reflected in school shootings, rampant consumerism and privatization, incivility in public life and hyperpolarization. And many don?t know what to do. Interviews with faculty and graduate students at the UMN have found widespread feelings of powerlessness. If problems seem overwhelming constructive action is far less visible. But in fact, a ?different kind of politics,? focused on citizen empowerment, or civic agency, and growing from broad-based community organizing, has been spreading under the radar screen. Evident in the Obama campaign in 2008 on a large scale and again in the Minnesotans United for All Families campaign in 2012, such citizen politics holds potential to do more than win elections. Recent experiences show that citizen politics can create broad democratic change in institutions and communities. It can transform work identities and practices ? ?turn jobs into public work? ? and renew the public purposes of institutions from government agencies to schools and colleges, businesses to nonprofits and congregations, in the US and other societies. It can help grow empowering local cultures which enhance people?s sense of collective efficacy. This course introduces students to citizen politics and explores how they might help to develop and grow it. It will also space for students to co-create the class, around these themes. Grading: A-F Prerequisite: Graduate student or instructor consent Strong class discussion (60%), student participation, and student-led classes

PA 5990 Topics: Public Affairs--General Topics: Legislative Process -- What Will Pass and Why
1 credit(s), max credits 9, 6 completions allowed;
Instructor: Sviggum, Steven
Description:

PA 8001 Transforming Public Policy
A-F only, 4 credit(s);
Instructor: Anderson Kelliher, Margaret E
Description:

PA 8018 Capstone Workshop: Northside Achievement Zone Capstone
A-F only, 3 credit(s), max credits 6;
Instructor: Rolnick, Arthur Jeffrey
Description: Student may contact the instructor or department for information.

PA 8081 Capstone Workshop: Local Public/Private Partnerships
A-F only, 3 credit(s), max credits 6;
Instructor: Westcott, James Schalker
Description: The Capstone Workshop Projects in Local Government Public/Private Partnerships is focused on the application of public policy to advance the public interest and the common good. The course is designed to prepare public leaders with skills and knowledge to plan, develop, implement and evaluate effective public-private-partnerships and relationships between governments, nonprofits, the philanthropic sector, and private sector. Students will have the opportunity to learn from numerous guest speakers, all experienced professionals in disciplines necessary to conduct successful public-private-partnerships. Students will work in groups to develop recommendations for policy or institutional change which must flow from an inter-disciplinary understanding of issues on which the workshop is focused. Students through their teams will work in governmental entities and forge meaningful working professional relationships to conduct an intensive analytical project. Students will work in groups to put into practice the theory and skills they have gained by applying some or all of the following: stakeholder analyses, program evaluation, political feasibility, policy entrepreneurship and advocacy, negotiation, finance, and the policy change cycle. Student groups will create a real product for a real client. Each team will work with their client to define the question(s), create a viable and systematic research process to explore it, and create products to help them move the issue forward. In class sessions, we will grapple with applying conceptual knowledge to the group project. We also will attend to the opportunities and challenges involved in working with a peer-group to create a research-based professional product. Finally, we will be working under the time constraints imposed by the semester structure. As such, the course will function as a learning laboratory and you will be pushed to experiment rigorously so that you experience, first hand, how to carry out reflective, professional practice. We will use group discussions, a peer workshop process, written study questionnaires, and coaching sessions with the professor to support such rigorous practice. Throughout, the professor will play a supportive role as a coach, co-learner, and, when necessary, the senior partner of your consulting teams. This course is designed to delve into this definition and stated purpose related
to public-private partnerships.

Style: 30% Lecture, 30% Discussion, 40% Guest Speakers. See attached schedule

Grading: 30% reports/papers, 10% attendance, 20% reflection paper, 10% in-class presentation, 30% other evaluation. See attached syllabus

PA 8081 Capstone Workshop: Engaging the Public in Policy and Planning
A-F only, 3 credit(s), max credits 6;
Instructor: Peacock, Stephen Neal
Description: Prereq: PA 5990: Engaging the Public in Policy and Planning in Fall 2011. Students do not need to register for Capstone Preparation Workshop. Enrollment is allowed by permission number only. Engaging the Public in Policy and Planning (PA 5990 / PA 8081) is a two-semester course that will fulfill the professional paper or capstone requirements for the Humphrey Institute’s MPP, MPA, or MURP degree programs. PA 5990 is the first course in the sequence (Fall 2011). Completion of PA 5990 generally will be considered a prerequisite for enrollment in PA 8081 in the Spring 2012 semester.

PA 8081 Capstone Workshop: Land Use and Transportation Planning
A-F only, 3 credit(s), max credits 6;
Instructor: Greco, Mike
Description: Class meets Wednesdays, 1:00-3:45 pm This capstone workshop will work with the City of Minnetonka, a fully-developed suburb in the west metro, to develop local approaches to integrating land use and transportation. The focus of the projects will be on policy and implementation strategies (e.g., zoning, development standards, street-design standards, city redevelopment policy). Students will work in teams of 4-6, and will choose between two projects (additional projects with Minnetonka or another community may be added depending on final course enrollment): (1) Transportation demand management: In the past, Minnetonka has required larger developments to create a transportation demand management (TDM) plan to decrease peak-hour demand on the road network. TDM plans are currently required in the I-394 corridor, but are not required by ordinance in other areas of the city. This project would evaluate the city’s existing TDM ordinance requirements; review TDM ordinances, strategies, and best practices in comparable communities nationwide; establish a TDM policy for roadways throughout the city of Minnetonka; and suggest strategies or approaches for evaluating the success of existing and future TDM plans in reducing peak-hour demand. (2) Transit-oriented development: Minnetonka is beginning station-area planning efforts for two proposed stations along the Southwest Light-Rail Transit Line (the Shady Oak and Opus Stations), as well as a sector study of transit service in the community. The city is interested in developing transit-oriented zoning district models for the major station areas and future transit hubs. Students will research case studies of TOD districts in similar cities; recommend model districts for station areas and transit hubs in Minnetonka, including appropriate transportation connections, land-use mixes, and parking requirements; and recommend guidelines for the city’s role in future redevelopment projects in these locations. This capstone workshop is supported by the Resilient Communities Project (http://www.rcp.umn.edu), a new initiative at the University of Minnesota to build community-university partnerships by matching graduate-level courses with the project needs of local Minnesota communities to advance their sustainability efforts.
Grading: 85% reports/papers, 10% in-class presentation, 5% class participation.

PA 8081 Capstone Workshop: Managing Collaborations
A-F only, 3 credit(s), max credits 6;
Instructor: Stone, Melissa M
Description: The purpose of this course is to understand the leadership and management challenges inherent in collaborations and partnerships where parties come together to solve complex social problems, resolve conflicts, or create something new of public or social value. The course examines current theory and research on effective collaborations while the students are consulting with local collaborations that have asked for help in assessing aspects of their partnership that are particularly challenging.
Style: 25% Lecture, 25% Discussion, 50% Small Group Activities. Project-based in small teams of students with external client
Grading: 65% special projects, 25% written homework, 10% class participation. Most of grade is on products to clients. Written homework includes 5 short, individual reflection papers.

PA 8081 Capstone Workshop: Evaluation of AALF’s Poverty Reduction Strategies
A-F only, 3 credit(s), max credits 6;
Instructor: Myers Jr, Samuel L
Description: Student may contact the instructor or department for information.

PA 8081 Capstone Workshop: Economic & Community Development
A-F only, 3 credit(s), max credits 6;
Instructor: Munnich Jr, Lee William
Description: State and local actions can be decisive in shaping the way an area’s economy adjusts to the competitive world economy. This course will present a comprehensive overview of state and local economic and community development and the processes involved in developing a broadly conceived development strategy. The course will also
explore new institutional structures and processes required to deal with economic change, new political realities, and evolving knowledge. The topic for the Spring 2013 capstone workshop will be "Station Area Development and Community Connections along the Gateway Corridor." Teams of Humphrey School graduate students will work with community clients in the proposed Gateway Corridor along I-94 from St. Paul east to the Wisconsin border. A recent Star Tribune article discussed the proposed transit corridor -- "East metro panel backs bus rapid transit plan" <http://www.startribune.com/local/east/173917661.html>. Lyssa Leitner, a Humphrey grad who now works with Washington County on the Gateway Corridor project, will be coordinating the client projects and will be a resource for the capstone student teams. Four client projects have been identified for this capstone: 1) St. Paul, Mound Blvd Station, 2) Maplewood/3M Station, 3) Oakdale/Oaks Station, and 4) Corridor-wide pedestrian/bike/transit connections. A fifth project may be added depending on the number of students. Student teams of 3 to 5 students will prepare a strategy report which consists of three parts: 1) a diagnosis of opportunities and risks, 2) a vision for the future, and 3) an action plan in accord with that vision.

Grading: 55% reports/papers, 15% reflection paper, 15% in-class presentation, 5% class participation, 10% other evaluation. Team member evaluations of each other count for 10% of the grade. See syllabus for more detail on grading.

Exam Format: No exam.

---

**PA 8081 Capstone Workshop: Eval Policies/Practices for Homeless: Hennepin Cty**
A-F only, 3 credit(s), max credits 6;
Instructor: Hanretty,Maria J
Description: This capstone will partner with Heading Home Hennepin and the Family Services Network to assess the reasons for the growth in families in homeless shelters over the recession. One part of the project will draw on Hennepin County service data to assess whether the characteristics of new entrants into the shelter system differ from the period 2007-2010 from those in the period 2004-2007. A second component will interview young families, who are a large part of the new entrant population, to assess how well their service needs are being met.

---

**PA 8081 Capstone Workshop: Economic & Community Development**
A-F only, 3 credit(s), max credits 6;
Instructor: Leitner,Lyssa Beth
Description: State and local actions can be decisive in shaping the way an area's economy adjusts to the competitive world economy. This course will present a comprehensive overview of state and local economic and community development and the processes involved in developing a broadly conceived development strategy. The course will also explore new institutional structures and processes required to deal with economic change, new political realities, and evolving knowledge. The topic for the Spring 2013 capstone workshop will be "Station Area Development and Community Connections along the Gateway Corridor." Teams of Humphrey School graduate students will work with community clients in the proposed Gateway Corridor along I-94 from St. Paul east to the Wisconsin border. A recent Star Tribune article discussed the proposed transit corridor -- "East metro panel backs bus rapid transit plan" <http://www.startribune.com/local/east/173917661.html>. Lyssa Leitner, a Humphrey grad who now works with Washington County on the Gateway Corridor project, will be coordinating the client projects and will be a resource for the capstone student teams. Four client projects have been identified for this capstone: 1) St. Paul, Mound Blvd Station, 2) Maplewood/3M Station, 3) Oakdale/Oaks Station, and 4) Corridor-wide pedestrian/bike/transit connections. A fifth project may be added depending on the number of students. Student teams of 3 to 5 students will prepare a strategy report which consists of three parts: 1) a diagnosis of opportunities and risks, 2) a vision for the future, and 3) an action plan in accord with that vision.

Grading: 55% reports/papers, 15% reflection paper, 15% in-class presentation, 5% class participation, 10% other evaluation. Team member evaluations of each other count for 10% of the grade. See syllabus for more detail on grading.

Exam Format: No exam.

---

**PA 8081 Capstone Workshop: Sustainability Planning**
A-F only, 3 credit(s), max credits 6;
Instructor: Slotterback,Carissa Schively
Description: For the spring 2013 semester, we will focus on the three projects listed below: 1) Sustainability Indicators for Hawthorne Eco-Village (client: Project for Pride in Living). Students will develop and analyze metrics for assessing sustainability goals related to energy, water, health, and biodiversity for the Hawthorne Eco-Village. The Hawthorne Eco-Village is located in North Minneapolis and is a redeveloped neighborhood that includes a diversity of housing, and a strong focus on community health, environmental protection/restoration, and social interaction. 2) Climate Change Adaptation Study (client: City of Minneapolis). As a follow up to the City of Minneapolis' Climate Action Plan, students will work on a second phase of planning for climate change adaptation. Students will draw on data and research related to likely impacts of climate change on the City of Minneapolis. Students will conduct a preliminary analysis of potential impacts relative to extreme heat, urban forestry, energy infrastructure, water supply/quality, and stormwater. In addition, students will gather information from City staff related to potential risks and vulnerabilities associated with climate change. 3) Framework for Sustainable Food Production and Distribution (client: UMN Healthy Foods, Healthy Lives Institute). Students will identify and explore factors that contribute to a sustainable urban food production and distribution system, such as soil productivity/contamination, transportation modes/routes, equitable healthy food access, access to processing facilities, and land availability. The intent is to develop a framework of critical factors that can be assessed to make optimal
decisions about the location of food production and processing in urban areas. Minnesota Brownfields and the City of Minneapolis will also be involved in the project. In addition to work on these projects, I require some readings throughout the semester to facilitate class discussions and ensure a basic level of knowledge in sustainability. In addition, periodic written reflections are required. Several guest speakers will be invited to the class to highlight various aspects of sustainability practice in the public, private, and non-profit sectors. Students will be assigned to one of the projects above based on their preferences, with the intent to assign students to either their first or second choice project.

**PA 8081 Capstone Workshop: Engaging the Public in Policy and Planning**

A-F only, 3 credit(s), max credits 6;
Instructor: Benasutti, Merrie A
Description: Prereq: PA 5990: Engaging the Public in Policy and Planning in Fall 2011. Students do not need to register for Capstone Preparation Workshop. Enrollment is allowed by permission number only. Engaging the Public in Policy and Planning (PA 5990 / PA 8081) is a two-semester course that will fulfill the professional paper or capstone requirements for the Humphrey Institute’s MPP, MPA, or MURP degree programs. PA 5990 is the first course in the sequence (Fall 2011). Completion of PA 5990 generally will be considered a prerequisite for enrollment in PA 8081 in the Spring 2012 semester.

**PA 8081 Capstone Workshop: Non-Motorized Transportation**

A-F only, 3 credit(s), max credits 6;
Instructor: Lindsey, Greg H
Description:

**PA 8081 Capstone Workshop: Capstone in Global Public Policy**

A-F only, 3 credit(s), max credits 6;
Instructor: Gray, Sherry
Description: This capstone is designed for students in the global policy area and economic and community development (international) and any other MPP and MPA concentrations at the Humphrey School with an interest in working on projects that have an international or global perspective, realized through the work of the client organization. This capstone will allow students to learn by doing on projects organized in coordination with the faculty advisor in fall 2012 and continued into the spring 2013 term (a year long capstone, 3 credits plus 1 credit capstone preparation workshop). This capstone may allow or require students to travel in the US or abroad at their own expense. Depending upon project structure, students may begin preliminary capstone work for the client in latter half of 2012. Clients and project teams will be developed before registration for this course. A capstone course is a culminating experience - a course designed to provide opportunities for students to integrate knowledge from their core, concentration, and elective courses, to gain insight into the meanings of professionalism and professional practice, and to reflect on the norms of a discipline or profession. At the Humphrey School, capstones have been designed to give students exposure to the policy process through projects and other assignments with emphases on integrating aspects of research or analysis, policy-making, management, science and technology. Students learn by practicing skills learned in this and other courses, through feedback from clients or partners, and from reflection on their experiences. This course is designed to help students learn in five domains of professional work: Empirical, methodological, theoretical, interpersonal, and ethical. You will gain empirical knowledge and perhaps new facts about the challenges of international and/or institutional development. You will practice different methodologies to produce policy relevant information. The GPA capstone workshop mostly will be self-taught in that students will learn by listening, doing (action), practice and reflection. The professor will provide guidance and serve as an advisor or coach. The client also will provide useful feedback and constructive criticism. Students will be provided some reading materials that may help them with certain tasks. As a team we will review and critique written work and practice presentations. In addition to scheduled class sessions, students will meet independently in teams to discuss work assignments and to collaborate on tasks.

Style: 10% Discussion, 10% Student Presentation, 10% Guest Speakers, 70% Service Learning. Students will be working in teams of 3 to 5 persons on projects negotiated with client agencies. Teams will allocate time based upon project needs.

Grading: 70% special projects, 10% attendance, 10% reflection paper, 10% class participation. See draft syllabus.

Exam Format: No exams.

**PA 8081 Capstone Workshop: Advising State Dept & UN on Business&Human Rights**

A-F only, 3 credit(s), max credits 6;
Instructor: Schwartz, Eric Paul
Description: Summary: In this capstone, students would work prepare and present a report to the U.S. State Department's Bureau of Democracy, Human Rights and Labor, the U.S. Government's principal bureau for the promotion of international human rights. In particular, the Capstone team would assess and make recommendations surrounding implementation of the UN Guiding Principles on Business and Human Rights. The report would also be made available to officials at the United Nations. Description: The question of the business community's responsibility to respect human rights has long been an issue of concern within the advocacy community and among governments committed to the promotion of human rights. In particular, the international business community has come under scrutiny over issues such as unfair labor practices and acquiescence in foreign government policies that result in the restriction of labor and other rights. In June 2011, the United Nations Human Rights Council endorsed a set of Guiding Principles for Business and Human Rights. The
Guiding Principles establish a set of standards for governments and corporations, and also address the issue of access to remedies. Moreover, other governments, including the United States, have undertaken efforts in support of implementation. But the efforts have been uneven and less-than substantial to date. This capstone would examine and assess the Principles and their implementation and provide a report to the State Department, consulting with experts in Minnesota (Professor David Weissbrod of the Law School was involved in this effort early on), in Washington, and around the world. The capstone would be directed by Kathleen Motzenbecker, who has worked for several international organizations involved in democratization, human rights and humanitarian issues, including the Organization for Security and Cooperation in Europe, the Geneva-based International Organization for Migration, the UN Development Program, the Council on Foreign Relations, and the National Democratic Institute for International Affairs. The State Department's point of contact for the capstone will be Scott Busby, who is a senior adviser to the Assistant Secretary of State, and has also worked at the White House, the Department of Justice and the UN High Commissioner for Refugees. Instructor: Schwartz/Motzenbecker

PA 8081 Capstone Workshop: Advising State Dept & UN on Business & Human Rights
A-F only, 3 credit(s), max credits 6;
Instructor: Motzenbecker, Kathleen Houlihan
Description: Summary: In this capstone, students would work prepare and present a report to the U.S. State Department's Bureau of Democracy, Human Rights and Labor, the U.S. Government's principal bureau for the promotion of international human rights. In particular, the Capstone team would assess and make recommendations surrounding implementation of the UN Guiding Principles on Business and Human Rights. The report would also be made available to officials at the United Nations. Description: The question of the business community's responsibility to respect human rights has long been an issue of concern within the advocacy community and among governments committed to the promotion of human rights. In particular, the international business community has come under scrutiny over issues such as unfair labor practices and acquiescence in foreign government policies that result in the restriction of labor and other rights. In June 2011, the United Nations Human Rights Council endorsed a set of Guiding Principles for Business and Human Rights. The Guiding Principles establish a set of standards for governments and corporations, and also address the issue of access to remedies. Moreover, other governments, including the United States, have undertaken efforts in support of implementation. But the efforts have been uneven and less-than substantial to date. This capstone would examine and assess the Principles and their implementation and provide a report to the State Department, consulting with experts in Minnesota (Professor David Weissbrod of the Law School was involved in this effort early on), in Washington, and around the world. The capstone would be directed by Kathleen Motzenbecker, who has worked for several international organizations involved in democratization, human rights and humanitarian issues, including the Organization for Security and Cooperation in Europe, the Geneva-based International Organization for Migration, the UN Development Program, the Council on Foreign Relations, and the National Democratic Institute for International Affairs. The State Department's point of contact for the capstone will be Scott Busby, who is a senior adviser to the Assistant Secretary of State, and has also worked at the White House, the Department of Justice and the UN High Commissioner for Refugees. Instructor: Schwartz/Motzenbecker

PA 8082 Working Group: Technology Policy Research
A-F only, 3 credit(s);
Instructor: Kuzma, Jennifer
Description:

PA 8082 Working Group: Social Policy
A-F only, 3 credit(s);
Instructor: Fennelly, Katherine
Description:

PA 8082 Working Group: Advanced Pol Analysis/ECD/WPP/Soc Policy
A-F only, 3 credit(s);
Instructor: Levison, Deborah
Description: Course objective: to help 2nd+ year MPP students finish their individual Professional Papers by the end of Spring semester. To this end, the working group provides a supportive environment, regular deadlines, and feedback from peers and the instructor. Students working in Economic & Community Development, Social Policy, Women & Public Policy, and Policy Analysis concentrations are the target audience of this working group. Some Global Policy students may also find this working group appropriate for their topics.
Style: 90% Discussion, 10% Student Presentation.
Grading: See syllabus.

PA 8082 Working Group: Global Policy
A-F only, 3 credit(s);
Instructor: Kudrle, Robert T
Description: This working group (as others) aims to help 2nd year (and beyond) MPP students complete their individual
professional papers by the end of Spring semester. All members are expected to make some progress on their papers between meetings. Each meeting will include: 1) a brief report on your progress 2) participation in the discussion of others’ work 3) delivery of promised specific reactions to assigned colleagues’ work. The group will begin by asking for volunteers to comment in writing on the work plans or the work product of one other person. Following our second meeting, most of your effort outside of class will be devoted to: 1) making progress on your own paper and 2) providing useful comments on draft sections of various lengths of someone else’s paper. Both the interim product and the comments on it must be provided to the instructor prior to the class meeting.

PA 8202 Networks and Places: Transportation, Land Use, and Design
A-F only, 4 credit(s);
Instructor: Cao, Jason
Description: Pick up a newspaper or watch the news and you're likely to find a story about transportation problems in the Twin Cities, most notably sprawl and congestion, and the multitude of problems that come with them; economic inefficiencies, global warming, air pollutants, oil dependency, social inequities, safety concerns, etc. Although most people agree on the problems, few agree on the solutions. As a result, policy makers and planners have proposed and implemented various land use and transportation policies, including freeway expansion, urban growth boundary, rail investments, value pricing, etc. These policies would impact both transportation and land use because the latter two are inextricably linked. The construction of a new facility, such as a freeway or a light rail line, is likely to influence the nature and location of new development in the corridor. The new development is likely to affect travel patterns of residents in the area, which may in turn demand new transportation investments over time. Therefore, an understanding of land use-transportation interactions is critical to the solution of transportation and its related problems confronting large metropolitan areas. This course will cover key theories and practices, research methodologies and findings, traditional and emerging policy instruments, and techniques for planning. My goal is to introduce students to the essential concepts, influential thinkers, and important debates associated with the land use-transportation connection as a foundation for both academic and professional work in the field of urban and transportation planning. By the end of the course, students will be able to understand - the theories underlying land use and transportation interactions; - spatial evolution of cities related to transportation infrastructure; - empirical impacts of transportation infrastructure on land development and impacts of land use on travel patterns; - urban transportation planning process; - land use and transportation policy instruments, and their political barriers. Further, this course aims to promote team work through assignments, case studies, and labs. This course also trains students to deliver their ideas through paper and oral communication. The open debates will encourage students to become an independent and deliberate thinker. All are essential for successful planners and policy makers.

PA 8302 Applied Policy Analysis
A-F only, 4 credit(s);
Instructor: Myers Jr, Samuel L
Description: Design/evaluation of public policies. Econometric tools for measurement of policy outcomes. Applications to policy problems. This course is intended for PhD students in Applied Economics and MPP students in the Humphrey School of Public Affairs in the Advanced Policy Analysis Concentration. Other students with strong quantitative backgrounds and/or with interests in preparing for research careers in policy analysis are encouraged to enroll. Please contact the instructor(s) if you have questions about the course. The syllabus shown in the course guide is from a previous semester.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Bloomberg PhD, Laura L
Description: Student may contact the instructor or department for information.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Crosby, Barbara C
Description: Student may contact the instructor or department for information.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Bruininks, Robert Henry
Description: Student may contact the instructor or department for information.

PA 8921 Master's: Professional Paper (Individual Option)
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Quick, Kathy
Description: Student may contact the instructor or department for information.
PA 8991 Independent Study

- **Instructor:** Bloomberg PhD, Laura L
- **Description:** Student may contact the instructor or department for information.

PA 8991 Independent Study

- **Instructor:** Kuzma, Jennifer
- **Description:** Student may contact the instructor or department for information.

PA 8991 Independent Study

- **Instructor:** Friedemann-Sanchez, Greta
- **Description:** Student may contact the instructor or department for information.

PA 8991 Independent Study

- **Instructor:** Stone, Melissa M
- **Description:** Student may contact the instructor or department for information.

PA 8991 Independent Study

- **Instructor:** Jacobs, Larry
- **Description:** Student may contact the instructor or department for information.

PA 8991 Independent Study

- **Instructor:** Fennelly, Katherine
- **Description:** Student may contact the instructor or department for information.

PA 8991 Independent Study

- **Instructor:** Bryson, John M
- **Description:** Student may contact the instructor or department for information.

PA 8991 Independent Study

- **Instructor:** Swackhamer, Deborah L
- **Description:** Student may contact the instructor or department for information.

PA 8991 Independent Study

- **Instructor:** Myers Jr, Samuel L
- **Description:** Student may contact the instructor or department for information.

PA 8991 Independent Study

- **Instructor:** Boyte, Harry C
- **Description:** None.

PA 8991 Independent Study

- **Instructor:** Levison, Deborah
- **Description:** Student may contact the instructor or department for information.

PA 8991 Independent Study

- **Instructor:** Goetz, Edward Glenn
- **Description:** Student may contact the instructor or department for information.
PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Kleiner, Morris M
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Bruininks, Robert Henry
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Stone, Paul Clois
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Munnich Jr, Lee William
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Kudrle, Robert T
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Assaad, Ragui A
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Hanratty, Maria J
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Cao, Jason
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Sandfort, Jodi R.
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Kiedrowski, P. Jay
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Slotterback, Carissa Schively
Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
0.5-3 credit(s), max credits 6, 6 completions allowed;
Instructor: Wilson, Elizabeth Joan
Description: Student may contact the instructor or department for information.
PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Temple, Judy
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Kelley, Steve
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Zhao, Zhirong Jerry
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Soss, Joe
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Allen, Ryan Patrick
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Fan, Yingling
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Lindsey, Greg H
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Gray, Sherry
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Quick, Kathy
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Ron, James
  Description: Student may contact the instructor or department for information.

PA 8991 Independent Study
  0.5-3 credit(s), max credits 6, 6 completions allowed;
  Instructor: Schwartz, Eric Paul
  Description: Student may contact the instructor or department for information.

Public Health  A-302 Mayo (Box 197)

PubH 1001 Success Over Stress (SOS)
  1 credit(s);
**PubH 1003 Alcohol and College Life**

**OPT No Aud, 1 credit(s);**

**Instructor:** Lucachick, Laurie Ann

**Description:** Alcohol and College Life (ACL) provides college students with factual information about how alcohol and other drugs affect college life. The course highlights stories and information pertinent to all students, regardless of whether or not they choose to drink. It supports students who do not drink, reinforces safety skills among students who do drink, and counters dangerous myths and behaviors. It emphasizes personal prevention strategies and responsible decision-making. It presents students with tips about how to navigate college life and be successful, including time management, getting involved on campus, meeting new people, etc. Students are encouraged to think about how the course topics apply to their own lives.

**Grading:** 100% Web Based. All lessons and readings are accessed via the course site. Lessons can be read and/or listened to via the computer or downloaded in text or mp3 format. Coursework requires approximately 45 hours of effort throughout the term.

**Style:** 50% quizzes, 50% written homework.

**PubH 1005 Sleep, Eat, and Exercise**

**1 credit(s);**

**Instructor:** STAFF

**Description:** Sleep, Eat & Exercise (SEE) is an introductory level course designed to provide students with the knowledge and tools they need to recognize and manage stress while in college - and beyond. It covers basic concepts in stress prevention and mitigation while empowering students to choose from a variety of techniques that promote self-awareness and reflection, goal setting, and action toward healthy stress management. The course uses stories, scenarios and information pertinent to all students. It emphasizes prevention strategies and proactive decision-making. It presents students with tips about how to navigate college life and be successful, including time management, building a support system, effective communication and recognizing unhealthy coping techniques. Students are encouraged to think about how the course topics apply to their own lives.

**Grading:** 45% quizzes, 55% written homework.

**PubH 1001 Success Over Stress**

**STAFF**

**Description:** Success Over Stress (SOS) is an introductory level course designed to provide students with the knowledge and tools they need to recognize and manage stress while in college - and beyond. It covers basic concepts in stress prevention and mitigation while empowering students to choose from a variety of techniques that promote self-awareness and reflection, goal setting, and action toward healthy stress management. The course uses stories, scenarios and information pertinent to all students. It emphasizes prevention strategies and proactive decision-making. It presents students with tips about how to navigate college life and be successful, including time management, building a support system, effective communication and recognizing unhealthy coping techniques. Students are encouraged to think about how the course topics apply to their own lives.

**Grading:** 50% quizzes, 50% written homework.
focusing on the knowledge and skills students need to lead healthy, productive, and balanced lives. For more information, visit www.ri.umn.edu.

Style: 100% Web Based. All lessons and readings are accessed via the course site. Lessons can be read and/or listened to via the computer or downloaded in text or mp3 format. Coursework requires an average of 3 hours per week over 15 weeks.

Grading: 40% quizzes, 60% written homework.

PubH 2561 Public Health: A Global Perspective
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Sage PhD, Starr Kelly
Description: Student may contact the instructor or department for information.

PubH 3001 Personal and Community Health
2 credit(s);
Instructor: Farley, Dana Mark
Description: Introduction to scientific, socio-cultural, and attitudinal aspects of communicable and degenerative diseases, environmental and occupational health hazards, alcohol and drug problems; emphasis on role of education in health conservation, disease control, and drug use. The full syllabus for the course, including lecture outlines, textbook and exam information, can be found at the course URL listed below.
Style: 100% Lecture.
Grading: 40% final exam, 10% reports/papers, 25% other evaluation. on each of two mid-term exams
Exam Format: Multiple choice, fill-in-the-blank, short answer

PubH 3003 Fundamentals of Alcohol and Drug Abuse
2 credit(s); Credit will not be granted if credit has been received for: PUBH 3004;
Instructor: Farley, Dana Mark
Description: Lecture and special readings on the scientific, sociocultural and attitudinal aspects of alcohol and other drug problems, with special emphasis on incidence, prevalence, high risk populations, prevention, and interventions. The full syllabus for the course, including lecture outlines, textbook and exam information, can be found at <a href="http://www.epi.umn.edu/academic/syllabi.shtm">http://www.epi.umn.edu/academic/syllabi.shtm</a>.
Style: 100% Lecture.
Grading: 40% final exam, 10% reports/papers, 50% other evaluation. two mid-term exams (25% each)
Exam Format: multiple choice

PubH 3004 Basic Concepts in Personal and Community Health
4 credit(s); credit will not be granted if credit received for: 3001Credit will not be granted if credit has been received for: PUBH 3003;
Instructor: Farley, Dana Mark
Description: Introduction to scientific, socio-cultural, and attitudinal aspects of communicable and degenerative diseases. This course includes environmental and occupational health hazards and alcohol and drug problems, with an emphasis on the roles of education and prevention.
Style: 100% Lecture.
Grading: 40% final exam, 10% reports/papers, 50% other evaluation. four midsemester exams (12.5% each)
Exam Format: Multiple choice, short answer

PubH 3005 Fundamentals of Alcohol and Drug Abuse for Teacher Education
1 credit(s); Undergrad in agricultural educ or business/marketing educ or career/technical educ or foundations of educ or [kinesiology, pre-PE] or technology educ or music educCredit will not be granted if credit has been received for: PUBH 3003;
Instructor: Matson, Emily Ann
Description: PubH 3005 is a course designed to meet the legislative requirement for teacher licensure in the state of Minnesota. This course is completely online, but is not an independent study course. Interactions are asynchronous. However, there are set due dates for discussion postings and assignments. The course consists of 14 lessons and their respective interactive and audio units on the scientific, socio-cultural, and attitudinal aspects of alcohol and other drug abuse problems. Special emphasis is placed on identifying resources related to incidence and prevalence of substance use and abuse, role of chemical use on development, prevention issues and interventions, including an emphasis on high-risk populations.
Prerequisites: Undergrad in agricultural education, business/marketing education, career/technical education, foundations of education, kinesiology/pre-PE, technology education or music education. All other students should consult with the instructor, Emily Matson (mats0166@umn.edu), for a permission number.
Credit will not be granted if credit has been received for: PubH 3002, 3003, 3004, 3032, 3033, 5003, 5023, or 6003.
Students must have access to a computer and the internet, as well as having basic computing skills. (To assess your readiness for e-learning and learn tips for successful e-learning, go to: http://digitalcampus.umn.edu/resources/onlinelearningassessment.html.)
All class communications will be sent to
students’ official U of M email accounts only. Students should check their U of M email account frequently throughout the semester as that is how the students, the instructor, and the TA will communicate. Questions should be sent to pubh3005@umn.edu.</p> <p>Students may access the course website after 1:00am on the first day of the semester. Going through the lessons and completing the readings, assignments and quizzes will require approximately 45 hours of effort throughout the term.</p> <p><strong>Style:</strong> 100% Web Based. Students access all lessons and readings via the Moodle course site. Going through the lessons and completing the readings, assignments and quizzes will require approximately 45 hours of effort throughout the term.</p> <p><strong>Grading:</strong> 27.5% Application Paper, 30% Written Assignments, 41.5% Discussion Postings, 1% Other Course Work. This is not an independent study course. There are due dates for assignments and discussion postings. Late work will be penalized.</p> <p><strong>PubH 3040 Dying and Death in Contemporary Society: Implications for Intervention</strong> 2 credit(s); Jr or sr or instr consent Credit will not be granted if credit has been received for: PUBH 6040; <br> <strong>Instructor:</strong> Logan, Sarah Rachel <br> <strong>Description:</strong> Student may contact the instructor or department for information.</p> <p><strong>PubH 3052 Practicum in Peer Education II</strong> A-F only, 2 credit(s); <br> <strong>Instructor:</strong> Sanem, Julia R <br> <strong>Description:</strong> Student may contact the instructor or department for information.</p> <p><strong>PubH 3100 Topics: Environmental Health: Undergraduate Senior Project</strong> OPT No Aud, 1-3 credit(s), max credits 60, 20 completions allowed; <br> <strong>Instructor:</strong> Maldonado, George <br> <strong>Description:</strong> Course title: Making Sense of Health Studies <br> We spend large sums of money on health research. Results of that research reach the public primarily in the form of brief reports via television news, television commercials, newspapers, magazines, books and internet websites. These brief reports should not be read uncritically. This course will teach you how to critically evaluate health news and the health research reports on which they are based? to make good, well-informed decisions about your health and well-being. In addition, this course will teach you how to conduct your own personal (N-of-1) studies to find out what health strategies work for you (for example, what weight-loss tips work best for you personally). All of this will be done in the context of recent news reports that are of interest to college students. This is a self-contained class with no prerequisites. No previous background in math or statistics is needed. <br> <strong>Style:</strong> 95% Lecture, 5% Film/Video. <br> <strong>Grading:</strong> 50% mid exam, 50% final exam.</p> <p><strong>PubH 3106 Making Sense of Health Studies</strong> 2 credit(s); <br> <strong>Instructor:</strong> Maldonado, George <br> <strong>Description:</strong> We spend large sums of money on health (epidemiologic) research. Results of that research reach the public primarily in the form of brief reports via television news, television commercials, newspapers, magazines, books and internet websites. These brief reports should not be read uncritically. This course will teach you how to critically evaluate health news and the health research reports on which they are based? to make good, well-informed decisions about your health and well-being. In addition, this course will teach you how to conduct your own personal (N-of-1) studies to find out what health strategies work for you (for example, what weight-loss tips work best for you personally). All of this will be done in the context of recent news reports that are of interest to college students. This is a self-contained class with no prerequisites. No previous background in math or statistics is needed. This course is taught by scientists who are experts in the methods of epidemiology, who have published extensively in the scientific literature on the methods of epidemiology, and who have been teaching this topic for many years. This course satisfies a core-course requirement for the Public Health minor. <br> <strong>Style:</strong> 90% Lecture, 10% Film/Video. <br> <strong>Grading:</strong> 50% mid exam, 50% final exam.</p> <p><strong>PubH 3350 Epidemiology: People, Places, and Disease</strong> 2 credit(s); <br> <strong>Instructor:</strong> Nguyen, Ruby H.N. <br> <strong>Description:</strong> We spend large sums of money on health (epidemiologic) research. Results of that research reach the public primarily in the form of brief reports via television news, television commercials, newspapers, magazines, books and internet websites. These brief reports should not be read uncritically. This course will teach you how to critically evaluate health news and the health research reports on which they are based? to make good, well-informed decisions about your health and well-being. In addition, this course will teach you how to conduct your own personal (N-of-1) studies to find out what health strategies work for you (for example, what weight-loss tips work best for you personally). All of this will be done in the context of recent news reports that are of interest to college students. This is a self-contained class with no prerequisites. No previous background in math or statistics is needed. This course is taught by scientists who are experts in the methods of epidemiology, who have published extensively in the scientific literature on the methods of epidemiology, and who have been teaching this topic for many years. This course satisfies a core-course requirement for the Public Health minor. <br> <strong>Style:</strong> 60% Lecture, 5% Film/Video, 10% Discussion, 25% Guest Speakers. <br> <strong>Grading:</strong> 25% mid exam, 25% final exam, 10% reports/papers, 10% special projects, 20% quizzes, 10% in-class presentation.
PubH 3561 Environmental Health and Environmental Justice
A-F only, 3 credit(s); Meets CLE req of Environment; meets CLE req of Social Sciences
Instructor: Sage PhD, Starr Kelly
Description: Student may contact the instructor or department for information.

PubH 3601 Maternal and Child Health Global Public Health Issues
A-F only, 2 credit(s);
Instructor: Bonilla, Zobeida E.
Description: Student may contact the instructor or department for information.

PubH 3639 Prevention: Theory, Practice, and Application in Public Health Services
3 credit(s);
Instructor: Bonilla, Zobeida E.
Description: Students in this course will explore theories and current issues and controversies on health promotion and disease prevention, and these relate to health services and program planning and implementation. Course objectives include: (1) Define the concept of prevention and health promotion in public health, (2) Identify individual, interpersonal, and community level theories commonly used in public health prevention efforts; and (3) Apply theory to public health practice.

PubH 3801 Health Economics and Policy
3 credit(s); Course on microeconomics, course on basic statistics
Credit will not be granted if credit has been received for: APEC 3801;
Instructor: Jonk, Yvonne C
Description: This course examines the economics of health care markets, and aims to further enhance your understanding of real world problems faced by consumers and producers of health care services. The course builds on basic microeconomic principles of the supply and demand for health, health care, and health insurance, and also explores the role of government. Both theoretical models and empirical applications will be discussed. The course will be a combination of lecture and class discussion, with students leading some of the discussion. Readings will come from textbooks, journal articles, the media, and information found on the Internet. Students are expected to read the assignments before class and be prepared to discuss the readings.
Style: 75% Lecture, 25% Discussion.
Grading: 45% mid exam, 20% final exam, 15% quizzes, 5% class participation, 15% problem solving.
Exam Format: short answer, problem solving, essay, and multiple choice questions

PubH 3807 Global Health, Relief, Development and Religious and Non-religious NGOs
3 credit(s), max credits 6;
Instructor: Allison, Kirk Charles
Description: Student may contact the instructor or department for information.

PubH 3893 Directed Study: Health Services Research and Policy
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: Allison, Kirk Charles
Description: Student may contact the instructor or department for information.

PubH 6000 Topics: Community Health Education: Obesity and Eating Disorder Interventions
2 credit(s), max credits 80, 20 completions allowed;
Instructor: Linde, Jennifer A
Description: This course will examine the obesity epidemic, eating disorders, and prevention and treatment approaches at multiple levels (individual, social, environmental, and policy). Links between obesity and eating disorders will also be explored. This course meets Health Behavior and Policy Intervention course requirements for Community Health Promotion students in the School of Public Health. As a result of taking this class, students will: 1. Gain an understanding of the rise of the obesity epidemic, changes in obesity rates over time, and prevalence and assessment of eating disorders. 2. Learn about and analyze prevention and intervention initiatives at individual, social, environmental, and policy levels. 3. Apply knowledge gained in prevention or intervention by critical examination of intervention approaches from at least two levels (individual, social, environmental, policy). 4. Gain an understanding of potential links between obesity and eating disorders from etiological and treatment perspectives. 5. Tackle current and potentially controversial topics in obesity or eating disorder prevention and intervention.
Style: 60% Lecture, 20% Discussion, 10% Small Group Activities, 10% Student Presentation. Each 2-hour class period will be split between lecture and discussion, with one class period set aside for student team debates.
Grading: 45% reports/papers, 5% attendance, 20% reflection paper, 25% in-class presentation, 5% class participation.
PubH 6003 Fundamentals of Alcohol and Drug Abuse for Teacher Education
1 credit(s); Master of education student or instr consent Credit will not be granted if credit has been received for: PUBH 3003;
Instructor: Matson, Emily Ann
Description: PubH 6003 is a course designed to meet the legislative requirement for teacher licensure in the state of Minnesota. This course is completely online, but is not an independent study course. Interactions are asynchronous. However, there are set due dates for discussion postings and assignments. The course consists of 14 lessons and their respective interactive and audio units on the scientific, socio-cultural, and attitudinal aspects of alcohol and other drug abuse problems. Special emphasis is placed on identifying resources related to incidence and prevalence of substance use and abuse, role of chemical use on development, prevention issues and interventions, including an emphasis on high-risk populations. Prerequisites: M.Ed. student or Addiction Studies student. All other students should consult with the instructor, Emily Matson (mats0166@umn.edu), for a permission number. Credit will not be granted if credit has been received for: PubH 3002, 3003, 3004, 3005, 3032, 3033, 5003, or 5023. Students must have access to a computer and the Internet and should have basic computing skills. To self-assess your readiness for e-learning and learn tips for successful e-learning, go to: http://digitalcampus.umn.edu/onlinelearningassessment.html. All class communications will be sent to students? official U of M email accounts only. Students should check their U of M email account frequently throughout the semester as that is how the students, the instructor, and the TA will communicate. Questions should be sent to pubh3003@umn.edu. Students may access the course website after 1:00am on the first day of the semester. Going through the lessons and completing the readings, assignments and quizzes will require approximately 45 hours of effort throughout the term.
Style: 100% Web Based. Students access all lessons and readings via the Moodle course site. Going through the lessons and completing the readings, assignments, and quizzes will require approximately 45 hours of effort throughout the term.
Grading: 27.5% Application Paper 30% Written Assignments 41.5% Discussion Postings 1% Other Course Work This is not an independent study course. There are due dates for assignments and discussion postings. Late work will be penalized.

PubH 6020 Fundamentals of Social and Behavioral Science
A-F only, 3 credit(s), max credits 6;
Instructor: Jones-Webb, Rhonda Jean
Description: Student may contact the instructor or department for information.

PubH 6034 Program Evaluation for Public Health Practice
3 credit(s); [[Community Health Education or Maternal/Child Health or Public Health Nutrition] MPH major] or instr consent Credit will not be granted if credit has been received for: PUBH 6852;
Instructor: Harwood PhD, Eileen M.
Description: This course will survey several dimensions of practical health program evaluation with emphases on meeting the needs of community program administrators and planners. We will cover such things as: the purpose and uses of evaluation; differences between program evaluation and evaluation research; standards for good program evaluations (i.e., utility, feasibility, propriety, and accuracy); how logic models are used to describe program goals and objectives; the influence of a program?s developmental stage on determining an appropriate evaluation plan; characteristics of good evaluation questions; standards for measuring program effectiveness; evaluation designs and approaches; the importance of engaging stakeholders in the evaluation process; the importance of high quality, reliable and valid evaluation data that are appropriate to the selected design and analysis methods; the context or environment in which a program operates (i.e., confounding variables such as politics, history, social norms, and competition); how to interpret and disseminate evaluation findings that will be used; and the role of evaluators in society. The course's structural emphasis is highly participatory as instruction is designed to stimulate critical thinking; therefore, lectures are minimized and student interactions are maximized with practical examples and application of the reading materials.
Style: 10% Lecture, 40% Discussion, 30% Small Group Activities, 10% Demonstration, 5% Guest Speakers, 5% Web Based. The course textbook readings are critical to class time discussions and activities; some class time may be used to re-read, discuss, apply, and evaluate that material.
Grading: 75% special projects, 25% other evaluation. 25% of the final grade is based on team performance throughout the semester; peer evaluation.
Exam Format: No exams are given for this course.

PubH 6040 Dying and Death in Contemporary Society: Implications for Intervention
2 credit(s); [Grad or professional school] student or instr consent Credit will not be granted if credit has been received for: PUBH 3040;
Instructor: Logan, Sarah Rachel
Description: Student may contact the instructor or department for information.

PubH 6045 Skills for Policy Development
1 credit(s);
Instructor: Toomey, Traci Louise
Description: <p>Develop skills that will help you in any professional position! Learn how to give a media interview and oral
PubH 6049 Legislative Advocacy Skills for Public Health
A-F only, 3 credit(s);
Instructor: Toomey, Traci Louise
Description: Have you wondered what happens down at the Capitol during a legislative session? Here is your chance to find out. You will be matched with a lobbyist for the entire semester, working with the lobbyist at the Capitol and behind the scenes. This is a skill-building course that is fast paced and fun. The course also offers great networking opportunities. Students often say it was the best course they have ever taken. The primary goal of this course is to match students with organizations that: (1) take positions on issues that are supportive of public health, and (2) have strong legislative advocacy experience. Pro public health issues will be defined based on current APHA policy positions, if they are available, or on instructor judgment, if APHA has not taken a position on the issue. Although we try to match students based on their interests, we believe matching students with organizations with experience working on state-level policy issues is more important than working on specific content issues. Students will be required to commit a minimum of 8 hours per week on average to the course, with the expectation that those hours will be used flexibly depending upon how their issue proceeds through the legislature.
Style: There will be 10 class periods. Two class periods will be scheduled after the course begins. One of these will be for a tour of the Capitol and the other will be the final two-hour class to review what happened during the legislative session.
Grading: 35% reports/papers, 30% written homework, 35% class participation.

PubH 6051 Community Health Theory and Practice II
A-F only, 3 credit(s);[6050, community health education MPH major] or instr consent Credit will not be granted if credit has been received for: PUBH 6673;
Instructor: Toomey, Traci Louise
Description: This course was designed for Community Health Education students to provide them with information and skills needed to conceptualize, design, and implement programs that influence health-related behaviors. Goals: For students to learn a process for the development of population-level programs. In addition to reviewing the literature in an area of concern, students will participate in the design of an intervention program based on theory, etiological data, behavioral models, intervention objectives, and state-of-the-art community health education and behavior change methods. Another goal of the course is to acquire practical skills in implementing programs. Students will develop an implementation plan for the program they develop during the beginning of the course. Students will learn about (a) the opportunities and constraints of implementing programs/policy initiatives in various organizational settings and (b) how to design program materials, activity plans, timelines, and budgets. Finally, students will learn the basic requirements of grant writing by preparing a proposal for funding for their newly designed programs Objectives: 1. Learn about promising intervention approaches for selected health-related behaviors with an identified target group, including family, school, worksite, media or community-wide programs, as well as potential policy and environmental change initiatives. 2. Learn methods for developing programs and policies in different settings and for different populations. 3. Be able to write a plan for an intervention program for a given targeted group and behavior. 4. Be able to critically discuss some of the challenges of implementing programs in various organizational settings. 5. Be able to identify effective strategies for designing intervention materials for community-wide programs. 6. Will be able to develop work plans, timelines, and budgets. 7. Will understand the importance of evaluation in development and implementation of programs and policies. 8. Will be able to write a brief proposal summarizing the newly developed program Course Prerequisites: PUBH 6050 and CHE major or instructor?s permission.
Style: 50% Lecture, 25% Small Group Activities, 25% Guest Speakers.
Grading: 40% reports/papers, 40% written homework, 20% class participation.

PubH 6055 Social Inequalities in Health
2 credit(s);
Instructor: Jones-Webb, Rhonda Jean
Description: This course examines cutting-edge interventions to reduce health disparities nationally and globally. The course specifically focuses on policy, community, institutional, and individual level strategies to reduce health inequities. The course uses a variety of learning formats-- seminar style discussion of readings, short lectures, and field trips-- to
PubH 6074 Mass Communication and Public Health
3 credit(s);
Instructor: Yzer, Marco
Description: This course is designed to provide an overview of theory and research regarding the intersection of information available via mass media outlets and various aspects of public health. In this course we examine the potential impact of media content on public health outcomes both as a product of individual?s everyday interaction with media and as a result of strategic use of media-based efforts to accomplish public health goals. Discussion will emphasize both planned and unplanned effects of mass media in a variety of health-related situations. For SPH and Health Sciences students, this course is intended to complement courses in social and behavioral approaches to community health. This includes the intervention core in Community Health Education and the social and behavioral science perspectives in MPH programs in general. This course is primarily a critical review of theory, research, and applications of mass media in public health but applies to planning principles for developing media-based public health interventions. For students in Journalism and Mass Communication, the course is intended to complement social and behavioral science approaches to public opinion and media effects as well as to provide another perspective on the study of mass media as social institutions. For students in Health Communication, the course also is intended as a basis for courses on health message design and public health campaign evaluation. The learning objectives of this 3-credit course are to advance the student?s familiarity, comprehension, and application of a broad range of mass communication-related facts, concepts, and theories as they apply to public health: 1. The student will recognize the transdisciplinary nature of mass communication and public health, and will identify the critical relationships between theoretical ideas from different disciplines, i.e., communication, public health and psychology. 2. The student will identify the complex interdependence of critical factors in mass communication of public health, i.e., factors related to audience, environment (e.g., competing and reinforcing media efforts), message, and the health issue at hand. 3. The student will be able to analyze the effects of various media content on the public?s beliefs about health issues. 4. The student will be able to write about health communication issues in a compelling manner. This means that the student?s writing carefully builds an argument that integrates theoretical notions about communication and health, and applies them to real life issues. 5. Self-discovery: The student will reflect on herself or himself as a scholar, a producer of media health information, and a consumer of media health messages. How do the approaches discussed in this course relate to your individual interests? What are the implications of the planned and unplanned effects of health media information for how you engage with the media?

PubH 6085 Combating the Global Pandemic: Tobacco and Alcohol
2 credit(s);
Instructor: Lando, Harry A
Description: Tobacco and alcohol use are the leading causes of death in the U.S. and globally. Alcohol and tobacco use are associated with health problems such as cardiovascular disease, stroke, and some cancers. In this course, we focus on multilevel strategies in the tobacco and alcohol fields—policy, community, school and/or individual—to reduce the burden of tobacco and alcohol problems locally, nationally, and globally. The course includes a variety of formats: seminar style discussion of readings, short lectures, student presentations, and field trips. The course is designed for public health students. Students in other health or human professions are also welcome (e.g., nursing, medicine, social work). Consideration will be given to undergraduates on a case by case basis.

PubH 6100 Topics: Environmental Health: Climate Change and Public Health
3 credit(s), max credits 20, 20 completions allowed;
Instructor: Simcik, Matt
Description: This course explores the interconnected relationships between global climate change and human health. During this course students will develop computer models to predict climate change from natural and anthropogenic forces, predict human health outcomes as a result of a changing climate, and combine them to investigate different policy scenarios.

PubH 6100 Topics: Environmental Health: Application of Biomarkers in Public Health Rsch
0.5-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Stepanov, Irina
Description: This course will introduce various types of biomarkers, analytical methodologies used for biomarker development and measurement, approaches to selection of biomarkers for epidemiological and clinical studies, as well as methodological, ethical, and communication challenges related to the use of human biomonitoring data. Application of biomarkers in the development of public health policies and interventions will be discussed. The course will provide a general introduction of topics, discussion of examples drawn from case studies, and will include a collaborative project. Style: 50% Lecture, 15% Discussion, 25% Small Group Activities, 10% Student Presentation.

PubH 6101 Environmental Health
**PubH 6105 Environmental and Occupational Health Policy**
A-F only, 2 credit(s);
Instructor: Toscano Jr, William A
Description: This course explores the interaction between the environment and humans. The envirome covers all aspects of the environment including physical, psychosocial, nutritional and chemical environment. How the environment affects human health is discussed. Principles of environmental health relating to macro and micro environments and products consumed or used by people. Global climate change and its effects on human health are discussed.
Style: 50% Lecture, 10% Small Group Activities, 30% Student Presentation, 10% Guest Speakers.
Grading: 50% reports/papers, 10% attendance, 25% in-class presentation, 15% class participation.

**PubH 6112 Environmental Health Risk Assessment: Application to Human Health Risks from Exposure to Chemicals**
3 credit(s);
Instructor: Wattenberg, Elizabeth Vaughn
Description: This course will provide students with a general survey of risk analysis as it is used in environmental health regulatory decision-making. This course will cover the basic components and applications of environmental health risk assessment, including exposure assessment, hazard identification, dose-response evaluation, and risk characterization. The course will also address risk communication, risk management, and risk assessment reform. The major goal of this course is to introduce students to current practices and procedures environmental health risk assessment, as well as future directions, and to help students understand the complexities, challenges, and controversies associated with environmental health risk analysis.

**PubH 6116 Environmental Law**
1 credit(s);
Instructor: Austin, Michael L
Description: I. Course Description What legal principles protect us from pollution? Several difficult legal questions arise when pollution protection law conflicts with policy encouraging use of natural resources. Conflict also arises when the government restricts the use of property without compensating its owner. We will also consider the increasing authority of government agencies to audit businesses to assure compliance with law. II. Learning Objectives At the end of this course, students will be able to: * Discuss how the interests of stakeholders are balanced in legal decision making * Describe contradictions in the law between protecting the environment, and protecting individual property rights * Discuss the evolving authority of government to protect the environment * Discuss legal issues underlying several environmental public policies * Demonstrate techniques of persuasive legal research, writing and oral presentation III. Methods of Instruction and Work Expectations Students are encouraged to introduce issues of current interest from the media or from their workplace for discussion. These issues will be incorporated into the curriculum when appropriate. Through lecture and discussion, we will focus on legal principles underlying law that protects our natural environment from pollution. Especially important will be a review of the increasing authority of government agencies to audit businesses to assure compliance with law. Underlying pollution protection law is sometimes contradictory law related to encouraging resource utilization, Constitutional protection against the uncompensated public taking of private property, and traditional tort rights. Each week students will write a short paragraph or one page outline that answers a question based on the reading assignment. Each student will conduct legal research and write five pages on the legal aspects of an environmental or public health problem. A rough draft must be submitted for review with the instructor before a final draft is submitted. The paper must advocate a public policy that might solve the problem, and include at least 10 primary references. Each student will prepare and present a 6-8 minute persuasive speech in class based on the legal research and writing project. Students will critique each other.
Style: 75% Lecture, 20% Discussion, 5% Student Presentation.
Grading: 70% reports/papers, 20% written homework, 10% in-class presentation.

**PubH 6120 Injury Prevention in the Workplace, Community, and Home**
2 credit(s);
Instructor: Gerberich PhD, Susan Goodwin
Description: Injury Epidemiology: Analyses of major injury problems, affecting the public in the workplace, community, and home, using the epidemiologic model and conceptual framework; emphasis on strategies/program development for prevention and control. For students involved in the field of Occupational Health and Safety, this course provides a foundation essential to the development of programs for Occupational Injury Prevention and Control.

**PubH 6121 Topics: Injury Prevention in the Workplace, Community, and Home**
1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Gerberich PhD, Susan Goodwin
PubH 6130 Occupational Medicine: Principles and Practice
2 credit(s);
Instructor: Mandel, Jeffrey H
Description: The course focuses on occupational and environmental diseases, their causes and preventive strategies. There is an emphasis on multi-disciplinary approaches to evaluating these diseases in environmental and workplace settings. Diseases are covered within organ systems impacted by common occupational and environmental exposures. Respiratory, skin, musculoskeletal, hematological systems and others are covered. Examples used in the class include assessment and management issues involving lead, asbestos, chlorinated solvents, silica, halogenated organic compounds and others. An emphasis is placed on multi-disciplinary disease-related problem solving. The course is designed for students from multiple disciplines and involves classwork which emphasizes interactions of the occupational health team in its efforts to prevent occupational/environmental illnesses.
Style: 30% Lecture, 5% Film/Video, 20% Discussion, 15% Small Group Activities, 10% Student Presentation, 20% Guest Speakers.
Grading: 30% mid exam, 20% special projects, 30% additional semester exams, 10% attendance, 10% class participation.

PubH 6133 Global Health Seminar
S-N only, 1 credit(s);
Instructor: Alexander, Bruce H
Description: Student may contact the instructor or department for information.

PubH 6134 Sustainable Development and Global Public Health
2 credit(s);
Instructor: Toscano Jr, William A
Description: Student may contact the instructor or department for information.

PubH 6140 Occupational and Environmental Epidemiology
2 credit(s);
Instructor: Church, Timothy Robert
Description: Student may contact the instructor or department for information.

PubH 6150 Interdisciplinary Evaluation of Occupational Health and Safety Field Problems
3 credit(s);
Instructor: Nachreiner, Nancy Martha
Description: Guided evaluation of occupational hazard identification, assessment and control measures. This applications course includes several off campus tours to local worksites; transportation is not provided, however; some tours are within walking distance of the University or on bus-lines. Students may also carpool to reach the worksites. In addition to these walk-through tours, multidisciplinary student teams also focus on a specific worksite during the semester. The team assesses the specific hazard, proposes control measures, identifies pros and cons to various control options, and identifies costs associated with the control options. At the conclusion of the semester, student groups present their reports to management at the company, and provide a written report which includes their assessment and recommendations. Students are expected to have already completed PubH 6170 (Introduction to Occupational Health and Safety).

PubH 6151 Occupational and Environmental Health Nursing Seminar
S-N only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: McGovern, Patricia Marie
Description: Student may contact the instructor or department for information.

PubH 6160 Metabolomics
3 credit(s);
Instructor: Peterson, Lisa Ann
Description: Student may contact the instructor or department for information.

PubH 6161 Regulatory Toxicology
2 credit(s);
Instructor: Wattenberg, Elizabeth Vaughn
Description: The focus of this course will be the application of a Regulatory Toxicology framework to the translation of Cancer Chemoprevention from basic research to FDA approval of chemopreventive agents. This course will address the identification and preclinical and clinical development of naturally occurring and synthetic anticancer agents for the purpose of cancer prevention. This course will also provide a general overview on etiologies and incidence and mortality of major
cancers as well as conceptual models and mechanistic principles of carcinogenesis.

PubH 6172 Industrial Hygiene Applications
2 credit(s);
Instructor: Brosseau,Lisa M
Description: Student may contact the instructor or department for information.

PubH 6174 Control of Workplace Exposure
3 credit(s);
Instructor: Raynor,Peter Cameron
Description: Occupational and environmental health specialists spend much of their time recognizing and evaluating potential health or safety hazards. However, these activities, by themselves, do not alleviate problems. Control measures must be implemented to reduce the risk of disease or injury among exposed populations. This course investigates qualitatively and quantitatively the options for reducing human exposure to airborne hazards, particularly in the workplace. Among the options considered will be general and local exhaust ventilation, air pollution control equipment, and personal protective equipment. The course will include lectures, a tour, a laboratory session, and a design project. Many of the assignments undertaken during this course will have no single correct answer; the selection and design of a control method will vary depending on assumptions and approaches taken by the students.

PubH 6182 Emerging Infectious Disease: Current Issues, Policies, and Controversies
3 credit(s);
Instructor: Osterholm,Michael T
Description: Student may contact the instructor or department for information.

PubH 6210 Public Health Medicine Seminar
S-N only, 1 credit(s);
Instructor: Lohman MD,William H
Description: Student may contact the instructor or department for information.

PubH 6303 Clinical Research Project Seminar
S-N only, 2 credit(s);
Instructor: Luepker MD,Russell V
Description: This seminar is required for clinical research MS students. It allows them to present their thesis work in a preliminary form. This constitutes 50% of the class. The other 50% of the class is spent reviewing study proposals for the General Clinical Research Center (GCRC). Students critique these proposals for scientific integrity and ethical considerations.
Style: 15% Lecture, 50% Discussion, 35% Student Presentation.
Grading: 30% in-class presentation, 70% class participation.

PubH 6320 Fundamentals of Epidemiology
A-F only, 3 credit(s);
Instructor: Punyko,Judy
Description: Student may contact the instructor or department for information.

PubH 6320 Fundamentals of Epidemiology
A-F only, 3 credit(s);
Instructor: Lazovich,DeAnn
Description: Student may contact the instructor or department for information.

PubH 6325 Data Processing with PC-SAS
1 credit(s);
Instructor: Oakes,Michael
Description: The aim of this course is to introduce School of Public Health (SPH) students to methods for processing existing data sources in SAS. This time-intensive short course emphasizes hands-on and otherwise practical approaches to prestatistical data processing and analysis with PC-SAS statistical software on an PC with a MS Windows operating system. The course is basic and introductory. The intended audience is public health masters and doctoral students but others are welcome.

PubH 6334 Human Behavior II
A-F only, 2 credit(s);
Instructor: Lando,Harry A
PubH 6342 Epidemiologic Methods II
3 credit(s);
Instructor: Pankow, James Scott
Description: Student may contact the instructor or department for information.

PubH 6344 Research Methods: Application for the Culminating Experience
2 credit(s);
Instructor: Steffen PhD, Lyn M
Description: I. Course Description: This course will provide a practical, working knowledge of basic data cleaning techniques and provide an opportunity to develop basic skills in data analysis from cross-sectional, case-control, and cohort studies. The course will also provide to students the opportunity to describe the methods of the study, and present and interpret the results of analyzed data, and write sections of a manuscript in journal format. II. Course Prerequisites: Concurrent enrollment in Epidemiologic Methods III or successful completion of Epi Methods III (minimum grade B minus). Students are strongly encouraged to enroll concurrently in Epi Methods III and IV. III. Course Goals and Objectives At the end of this course, students will be able 1. To analyze data for basic epidemiological study designs, including cross-sectional, case-control, and cohort studies within the context of a research question: a. To understand basic SAS procedures b. To understand the data by plotting it, transforming data c. To create categorical variables from continuous variables d. To conduct descriptive statistics e. To conduct logistic regression analysis using SAS f. To conduct Cox proportional hazards regression using SAS g. To conduct linear regression analysis using SAS 2. To write the Methods section of a journal article 3. To write the Results section similar to a journal article, including the presentation of the results in table and figure format; 4. To write the Conclusion section, including the interpretation of study findings; IV. Methods of Instruction and Work Expectations Class sessions will combine lecture/discussion, problem-based learning (small-group discussion) exercises, and demonstration/hands-on computer applications in the classroom. Homework assignments will include analysis of 3 datasets and presentation and interpretation of the results within the context of a research question. Style: 35% Lecture, 15% Discussion, 50% Demonstration. Grading: 20% quizzes, 60% written homework, 10% attendance, 10% class participation.

PubH 6370 Social Epidemiology
2 credit(s);
Instructor: Oakes, Michael
Description: Student may contact the instructor or department for information.

PubH 6385 Epidemiology and Control of Infectious Diseases
2 credit(s);
Instructor: Lifson, Alan Raymond
Description: The purpose of this graduate level course is to learn more about the principles and practice of infectious disease epidemiology, including how communicable diseases and their control affects public health locally, nationally and internationally. We will explore infectious diseases from a variety of different perspectives, in different institutions, and as it affects different populations. Learning objectives for this course include greater appreciation and understanding of: (1) General principles of infectious disease epidemiology, including: Principles of Infectious Diseases; Outbreak Investigation; Role of the Public Health Laboratory; Disease Surveillance; Modeling Infectious Disease Data, Principles of Screening and Screening Tests; (2) Major infectious diseases and modes of transmission, including: Food-borne Illness; Zoonotic Diseases; Tuberculosis; Influenza; Vector-Borne Diseases; Malaria; Other Parasitic Diseases; HIV/AIDS; Sexually Transmitted Diseases; Viral Hepatitis; Antibiotic Resistant Bacteria; (3) Different control and evaluation strategies for infectious diseases, including: Vaccination; Nosocomial Infections; Behavior Change and HIV/STDs; Blood Safety; Immigrant and Refugee Health; International Research in Resource Poor Settings; Critical Reading of Medical Literature Style: 90% Lecture, 10% Discussion. Grading: 84% reports/papers, 16% attendance.

PubH 6387 Cancer Epidemiology
2 credit(s);
PubH 6414 Biostatistical Methods I
A-F only, 3 credit(s); [Public hth [MPH or certificate] student or environmental hth [MS or PhD]] or instr consent Credit will not be granted if credit has been received for: PUBH 6450;
Instructor: Davey MS, Cynthia S
Description: Student may contact the instructor or department for information.

PubH 6415 Biostatistical Methods II
3 credit(s);
Instructor: Telke, Susan Elizabe
Description: Statistical computing using SAS or R (in-class version of the course), or using R (online version of the course). Analysis of variance. Linear regression. Logistic regression. Survival analysis (Kaplan-Meier estimation and Cox regression).

PubH 6450 Biostatistics I
A-F only, 4 credit(s); [College-level algebra, health sciences grad student] or instr consent Credit will not be granted if credit has been received for: PUBH 6414;
Instructor: Wolfson, Julian
Description: Student may contact the instructor or department for information.

PubH 6451 Biostatistics II
4 credit(s);
Instructor: Thomas, William
Description: PubH 6451 is the second semester of an introduction to biostatistics, statistical methods applied in the health sciences. This course covers a broad range of methods, with a focus on their practical use and interpretation in clinical trials and observational studies. The theme of the course is adjusting comparisons of study groups with regression or stratification. A paper from a health journal is assigned as part of each homework: students repeat the analysis and critique the methods and results. Statistical analyses will be performed in SAS, with discussion of basic programming elements and output for the homework. The course covers methods for working with response measurements that are continuous (t-tests, linear regression, ANOVA), that occur in categories (risk, rates, odds, logistic and Poisson regression), and that record time until an event occurs (survival data, proportional hazards regression).
Style: 100% Lecture.
Grading: 50% mid exam, 25% final exam, 25% written homework. "Mid Exam" = 2 exams during semester, 25% each
Exam Format: In-class closed-book exams. Students may use hand calculator and one page of notes.

PubH 6527 Healthcare Leadership and Effecting Change
A-F only, 2 credit(s);
Instructor: White, Katie Marie
Description: Student may contact the instructor or department for information.

PubH 6535 Managerial Accounting for Health Services
A-F only, 3 credit(s);
Instructor: David, Elizabeth Blair
Description: Student may contact the instructor or department for information.

PubH 6541 Statistics for Health Management Decision Making
3 credit(s);
Instructor: Abraham, Jean Marie
Description: Student may contact the instructor or department for information.

PubH 6544 Principles of Problem Solving in Health Services Organizations
A-F only, 3 credit(s);
Instructor: Potthoff, Sandra Jean
Description: Student may contact the instructor or department for information.

PubH 6547 Health Care Human Resources Management
A-F only, 2 credit(s);
Instructor: Langan, Patrick J
Description: Student may contact the instructor or department for information.

PubH 6553 Health Care Management Ethics
A-F only, 1 credit(s), max credits 2;
Instructor: Drill-Mellum, Richard D
Description: Student may contact the instructor or department for information.

PubH 6554 Healthcare Strategy and Marketing
A-F only, 2 credit(s);
Instructor: Hillestad, Steven G
Description: Student may contact the instructor or department for information.

PubH 6557 Health Finance I
3 credit(s);
Instructor: David, Elizabeth Blair
Description: Student may contact the instructor or department for information.

PubH 6561 Quantitative Methods Applied to Health Administration Problems
A-F only, 2 credit(s);
Instructor: Sainfort, Francois
Description: Student may contact the instructor or department for information.

PubH 6564 Private Purchasers of Health Care: Roles of Employers and Health Plans in U.S. Health Care System
A-F only, 2 credit(s);
Instructor: Christianson, Jon B
Description: Student may contact the instructor or department for information.

PubH 6565 Innovation of Healthcare Services
A-F only, 2 credit(s);
Instructor: Armbruster, Ryan Richard
Description: Student may contact the instructor or department for information.

PubH 6570 Healthcare Administration: Core Concepts in managing Healthcare Organizations
A-F only, 1-4 credit(s), max credits 8;
Instructor: Henry, William Floyd
Description: Student may contact the instructor or department for information.

PubH 6570 Healthcare Administration: Healthcare Strategies in Competitive Markets
A-F only, 1-4 credit(s), max credits 8;
Instructor: Bauer, Paul J
Description: Student may contact the instructor or department for information.

PubH 6570 Healthcare Administration: Negotiations
A-F only, 1-4 credit(s), max credits 8;
Instructor: Abrams, Lori J  
Description: Student may contact the instructor or department for information.

PubH 6570 Healthcare Administration: Health and Health Systems  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Christianson, Jon B  
Description: Student may contact the instructor or department for information.

PubH 6570 Healthcare Administration: Health and Health Systems  
A-F only, 1-4 credit(s), max credits 8;  
Instructor: Christianson, Jon B  
Description: Student may contact the instructor or department for information.

PubH 6571 Leading Performance Improvement in Health Care  
A-F only, 2 credit(s);  
Instructor: Swensen, Stephen J  
Description: Student may contact the instructor or department for information.

PubH 6573 The Nature of Clinical Care  
A-F only, 2 credit(s);  
Instructor: Marr MD, Thomas J  
Description: Student may contact the instructor or department for information.

PubH 6577 Advanced Problem Solving in Health Services Administration  
A-F only, 2 credit(s);  
Instructor: Hart, Gregory Wayne  
Description: Student may contact the instructor or department for information.

PubH 6589 Medical Technology Evaluation and Market Research  
2 credit(s);  
Instructor: Parente, Stephen T  
Description: Student may contact the instructor or department for information.

PubH 6596 Legal Considerations in Health Services Organizations  
A-F only, 2 credit(s);  
Instructor: Feinwachs, David  
Description: Student may contact the instructor or department for information.

PubH 6605 Reproductive and Perinatal Health  
2 credit(s);  
Instructor: Hellerstedt, Wendy L  
Description: Student may contact the instructor or department for information.

PubH 6606 Children's Health: Issues, Programs, and Policies  
2 credit(s);  
Instructor: Oberg MD, Charles N  
Description: Student may contact the instructor or department for information.

PubH 6607 Adolescent Health: Issues, Programs, and Policies  
2 credit(s);  
Instructor: Hellerstedt, Wendy L  
Description: Student may contact the instructor or department for information.

PubH 6627 Sexuality Education: Criteria, Curricula, and Controversy  
1 credit(s);  
Instructor: Bretl, Lynn Muenzenberger  
Description: Student may contact the instructor or department for information.

PubH 6634 Advocacy and Children's Rights
PubH 6673 Grant Writing for Public Health
1 credit(s); MCH or CHE or PubH Nutr or EPI MPH or instr consent
Credit will not be granted if credit has been received for: PUBH 6051;
Instructor: Hennrikus, Deborah Jane
Description: This class is a hands-on program grant-writing workshop for public health graduate students. Its purpose is to provide students with an overview of the grant-writing process, expose them to different types of funding organizations and types of grant proposals, and give them an opportunity to build grant writing and grant review skills. Please note that the course is not intended to cover research grant proposals.

PubH 6700 Foundations of Public Health
3 credit(s);
Instructor: Parsons, Helen Mari
Description: Student may contact the instructor or department for information.

PubH 6702 Integrative Leadership Seminar
3 credit(s);
Instructor: Quast, Louis Neumann
Description: Student may contact the instructor or department for information.

PubH 6711 Public Health Law
2 credit(s);
Instructor: Barry, Anne M
Description: Student may contact the instructor or department for information.

PubH 6724 The Health Care System and Public Health
3 credit(s);
Instructor: Ward, Andrew Clay
Description: I. Course Overview The purpose of this course is to provide students with an overview of the U.S. health care finance and delivery systems within a public health context. To be effective practitioners, public health professionals must be able to link the theory of individual and social determinants of health status and outcomes with the changing structures and organizations of the U.S. health care systems. This course will teach the basic components of the U.S. health care systems, including: ? The history and development of U.S. health care systems; ? Financing; ? The role of public programs (e.g., Medicare and Medicaid), insurers, and employers; ? Health care delivery systems (e.g., Primary Care, Outpatient and Inpatient services); ? Integrated and managed care; ? Long-term care and health care delivery to special populations; ? The future of U.S. health care systems II. Course Objectives Upon completing this course, students should be able to meet the following objectives: 1. Understand the role that U.S. health care systems play in improving health status 2. Identify the key components of the U.S. health care delivery systems 3. Identify funding sources and their relative contributions to health expenditures 4. Identify major gaps in access to care and the reasons for those gaps 5. Identify recent trends in U.S. health care finance and delivery 6. Understand the basic elements of managed and integrated care 7. Describe collaborative methods and approaches to building on existing service delivery systems to maintain or improve the health status of populations III. Reading Materials/Text Books There is one required textbook for this course: Leiyu Shi and Douglas A. Singh, Delivering Health Care in America: A Systems Approach, 5th edition (Burlington, MA: Jones and Bartlett Learning, 2012). ISBN-13: 978-1-4496-2650. This is the most current edition of the book. Earlier editions of the book are different, and their use will not suffice for the course. Please make certain that you have the correct edition of the required book. In addition to this book, there are online readings. Some of the online readings are publicly accessible from any computer with a reliable Internet connection (see section IX of the syllabus for the URLs). Some of the readings come from portals that you can access using the University of Minnesota library system. I have provided complete bibliographical information for these articles. Thus, if you so choose, you can access the online readings via the University of Minnesota library system. Sometimes even if you know the journal name, the author name, the article name, etc., it can be challenging to find articles using the databases provided by the University of Minnesota library. For this reason, I have also included the journal articles as .pdf files on the course Webpage. Style: 100% Web Based. The course is an entirely online course. All interactions will be either by e-mail or via the course Webpage functions.
Grading: 20% mid exam, 25% final exam, 20% quizzes, 30% written homework, 5% other evaluation. The "Other Evaluation" are Discussion Board postings.
Exam Format: The mid-term examination is a combination of true-false, multiple-choice and essay questions. The final examination is entirely essay questions.

PubH 6727 Health Leadership and Effecting Change
2 credit(s);
Instructor: White, Katie Marie
Description: PubH 6727, Health Leadership and Effecting Change, is designed for students who aspire to leadership roles, especially that of becoming an effective change leader in any public health or health services organization setting or in multisectoral contexts.

PubH 6741 Ethics in Public Health: Professional Practice and Policy
A-F only, 1 credit(s);
Instructor: Mickelsen, Ruth Ann
Description: Public health policy is often the product of controversy. Scientific considerations blend with political and ethical conflicts in public health. Questions of autonomy, liberty, individual rights, power, coercion, justice, discrimination, stigma, community and the common good are central to public health policy and practice and are therefore the basis for the core ethical challenges in public health. This seven-week course will introduce students to public health ethics, with a focus on two central ethical tensions shaping public health policy and practice: (1) allocating resources, and (2) balancing individual and community concerns. In discussing these tensions, we will attend to the important ethical issues of justice and health inequalities. This seven-week course will introduce students to public health ethics, with a focus on two central ethical tensions shaping public health policy and practice: (1) allocating resources, and (2) balancing individual and community concerns. In discussing these tensions, we will attend to the important ethical issues of justice and health inequalities. Recognizing that public health graduates will be engaged in policy and practice, the course begins by exploring the ethics of priority setting at both the macro (policy) and micro (practice) levels. The second half of the course will discuss the balancing of individual and community interests as reflected in public health screening, prevention, and health promotion programs, and we will maintain the macro (policy) and micro (practice) distinction previously introduced. The course is designed to flexibly accommodate current pressing topics in public health practice and policy, such as health care reform, obesity, pandemic flu, and other emergent issues. While the focus of this course is on domestic issues in practice and policy, the frameworks and ethical concepts discussed can be applied to international issues, and students may choose an international topic to examine for the concluding course exercise.
Style: 100% Web Based.

PubH 6742 Ethics in Public Health: Research and Policy
A-F only, 1 credit(s);
Instructor: Turner, Leigh
Description: Student may contact the instructor or department for information.

PubH 6751 Principles of Management in Health Services Organizations
A-F only, 2 credit(s);
Instructor: Begun, James Warren
Description: Equips students with analytical skills to understand organizations and organization behavior. Develops management and leadership competencies that enable students to make a positive difference in their work organizations and in the health of populations.
Style: 50% Lecture, 5% Film/Video, 25% Discussion, 20% Small Group Activities. Online section is 100% web based
Grading: 40% mid exam, 45% final exam, 15% attendance.
Exam Format: take-home, open books

PubH 6765 Continuous Quality Improvement: Methods and Techniques
3 credit(s);
Instructor: Riley, William J
Description: Student may contact the instructor or department for information.

PubH 6780 Topics: Public Health Administration and Policy: Applied Quality Improvement Practicum
3 credit(s), max credits 60, 20 completions allowed;
Instructor: Nye, Gerald Thomas
Description: Student may contact the instructor or department for information.

PubH 6780 Topics: Public Health Administration and Policy: Performance Management and Transformational Change
2 credit(s), max credits 60, 20 completions allowed;
Instructor: Nye, Gerald Thomas
Description: Student may contact the instructor or department for information.

PubH 6780 Topics: Public Health Administration and Policy: Public Health Economics for Decision Makers
1-3 credit(s), max credits 60, 20 completions allowed;  
**Instructor:** Feldman, Roger D  
**Description:** Student may contact the instructor or department for information.

**PubH 6800 Topics: Health Services Research and Policy: From Eugenics to Deadly Medicine & Back**  
2 credit(s), max credits 80, 20 completions allowed;  
**Instructor:** Allison, Kirk Charles  
**Description:** Student may contact the instructor or department for information.

**PubH 6800 Topics: Health Services Research and Policy: Using Medicare Data in Research**  
2 credit(s), max credits 80, 20 completions allowed;  
**Instructor:** McBean, Alexander Marshall  
**Description:** Student may contact the instructor or department for information.

**PubH 6800 Topics: Health Services Research and Policy: Community-Based Participatory Research**  
2 credit(s), max credits 80, 20 completions allowed;  
**Instructor:** Jordan, Catherine M  
**Description:** Student may contact the instructor or department for information.

**PubH 6802 Managing Electronic Health Information**  
3 credit(s);  
**Instructor:** Wholey, Douglas R  
**Description:** Managing health information is a central function of health care organizations. Information is used for managing population health, profiling providers, and measuring quality. This course describes the organizational context of health information. Sources and types of health information, organizational processes affecting information quality, consistency, completeness, and accuracy, methods for organizing information, and use of information will be discussed. Relational data theory will be used to describe the structure of information and Structured Query Language (SQL) will be used to create and query databases. Students will be introduced to the basic programming skills necessary to manage data in research projects. Programming aspects of the course will use SQL procedure in the SAS language. 
"...in an information-rich world, the wealth of information means a dearth of something else: a scarcity of whatever it is that information consumes. What information consumes is rather obvious: it consumes the attention of its recipients. Hence a wealth of information creates a poverty of attention and a need to allocate that attention efficiently among the overabundance of information sources that might consume it" Herbert A. Simon, 1971, "Designing Organizations for an Information-Rich World", in Martin Greenberger, Computers, Communication, and the Public Interest, Baltimore, Col. 70, MD: The Johns Hopkins Press, p. 187-202).  

**PubH 6803 Conducting a Systematic Literature Review**  
OPT No Aud, 3 credit(s);  
**Instructor:** Kane, Robert L  
**Description:** Student may contact the instructor or department for information.

**PubH 6807 Global Health Relief, Development, and Religious and Non-Religious NGOs**  
3 credit(s), max credits 6;  
**Instructor:** Allison, Kirk Charles  
**Description:** Student may contact the instructor or department for information.

**PubH 6809 Advanced Methods in Health Decision Science**  
OPT No Aud, 3 credit(s);  
**Instructor:** Kuntz, Karen M  
**Description:** Student may contact the instructor or department for information.

**PubH 6810 Survey Research Methods**  
OPT No Aud, 3 credit(s);  
**Instructor:** Johnson PhD, Pamela Jo  
**Description:** Student may contact the instructor or department for information.

**PubH 6835 Principles of Health Policy**  
2 credit(s);  
**Instructor:** Kozhimannil, Katy Backes  
**Description:** The purpose of this course is to introduce students to the policy environment that influences and shapes public health and the provision of health care services, to enhance understanding of the historical and political context of
health policy, to develop strategies for analysis of health policy issues, and to communicate effectively in the policy environment. Through lectures, readings, collaborative debate and discussion, oral presentation, and written work, students will develop the background and skills to approach a range of problems in the interdisciplinary field of public health, where the major policy issues are constantly evolving. As a result, this course aims to convey not just specific facts, but to help students develop the ability and confidence to critically assess current health policy issues in a thoughtful, comprehensive, and rigorous manner. While the course content focuses on the U.S. health care environment, policy analytic and communication skills are presented in a way that is transferrable to other contexts.

PubH 6845 Using Demographic Data for Policy Analysis  
A-F only, 3 credit(s);  
Instructor: Karaca Mandic,Pinar  
Description: Student may contact the instructor or department for information.

PubH 6852 Program Evaluation in Health and Mental Health Settings  
A-F only, 2 credit(s); Credit will not be granted if credit has been received for: PUBH 6034;  
Instructor: Garrard,Judith M  
Description: Student may contact the instructor or department for information.

PubH 6855 Medical Sociology  
3 credit(s);  
Instructor: McAlpine,Donna D  
Description: Student may contact the instructor or department for information.

PubH 6862 Cost-Effectiveness Analysis in Health Care  
3 credit(s);  
Instructor: Nyman,John A.  
Description: This course is intended to give students an overview of the theory and applications of cost-benefit analysis, cost-effectiveness analysis, and related forms of decision analysis in the health care sector. The topics covered are: the theoretical economic basis for this analysis, comparison of the various forms of decision analysis, measures of costs and related controversies, measures of outcomes including health status and health-related quality of life, assigning monetary values to outcomes, the value of a human life and of quality adjusted life years, discounting, uncertainty in cost-effectiveness analysis, Markov models, study design, and standardized reporting of results. Students also learn TreeAge Pro, a decision-analytic software package and review a number of classic applications from the literature. The course occasionally uses conventional microeconomic analytical and statistical tools. While it is not required, it is recommended that students have taken a microeconomics course. Because not all have taken such a course, one lecture is spent at the beginning of the course familiarizing students with basic microeconomic analytical tools.
Style: 90% Lecture, 10% Discussion.
Grading: 33% mid exam, 33% final exam, 17% quizzes, 17% written homework.

PubH 6906 Global Nutrition  
2 credit(s);  
Instructor: Himes,John H  
Description: Student may contact the instructor or department for information.

PubH 6910 Critical Review of Research in Public Health Nutrition  
1 credit(s);  
Instructor: Pereira PhD,Mark A  
Description: Student may contact the instructor or department for information.

PubH 6914 Community Nutrition Intervention  
3 credit(s);  
Instructor: Boosalis,Maria G  
Description: Course Description This class provides students with the tools for developing community nutrition interventions. Students will learn about utilizing behavioral theory, conducting needs assessments, writing program objectives, developing intervention strategies, evaluating program implementation and effectiveness, planning a budget, and writing grant proposals. Students pick their projects based on their personal interests and work in small groups of students. Previous examples include: obesity prevention for school-aged children, eating disorder prevention for adolescent girls; increasing whole-grain consumption in college students, and increasing fruit and vegetable intake in preschoolers. Course Prerequisites The course is designed for graduate students in Public Health Nutrition or other graduate students interested in developing, implementing and evaluating community nutrition programs. Upper level undergraduate nutrition students may participate with permission from the instructor.
PubH 6914 Community Nutrition Intervention
3 credit(s);
Instructor: Miles, Aida
Description: Course Description This class provides students with the tools for developing community nutrition interventions. Students will learn about utilizing behavioral theory, conducting needs assessments, writing program objectives, developing intervention strategies, evaluating program implementation and effectiveness, planning a budget, and writing grant proposals. Students pick their projects based on their personal interests and work in small groups of students. Previous examples include: obesity prevention for school-aged children, eating disorder prevention for adolescent girls; increasing whole-grain consumption in college students, and increasing fruit and vegetable intake in preschoolers. Course Prerequisites The course is designed for graduate students in Public Health Nutrition or other graduate students interested in developing, implementing and evaluating community nutrition programs. Upper level undergraduate nutrition students may participate with permission from the instructor.

PubH 6933 Nutrition and Chronic Diseases
2 credit(s);
Instructor: Harnack, Lisa Joan
Description: Student may contact the instructor or department for information.

PubH 7091 Independent Study: Community Health Promotion
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Brady, Sonya S.
Description: Student may contact the instructor or department for information.

PubH 7094 Culminating Experience: Community Health Promotion
S-N only, 1-6 credit(s), max credits 6;
Instructor: Hennrikus, Deborah Jane
Description: Student may contact the instructor or department for information.

PubH 7096 Field Experience: Community Health Promotion
S-N only, 1-6 credit(s), max credits 6;
Instructor: Brady, Sonya S.
Description: Student may contact the instructor or department for information.

PubH 7193 Directed Study: Environmental Health
OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: McGovern, Patricia Marie
Description: Student may contact the instructor or department for information.

PubH 7193 Directed Study: Environmental Health
OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Nachreiner, Nancy Martha
Description: Student may contact the instructor or department for information.

PubH 7193 Directed Study: Environmental Health
OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Ramachandran, Gurumurthy
Description: Student may contact the instructor or department for information.

PubH 7193 Directed Study: Environmental Health
OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Maldonado, George
Description: Student may contact the instructor or department for information.

PubH 7193 Directed Study: Environmental Health
OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Raynor, Peter Cameron
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: McGovern, Patricia Marie
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Osterholm, Michael T
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Hedberg, Craig W
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Olson, Debra Kay
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Mandel, Jeffrey H
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Wattenberg, Elizabeth Vaughn
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Brosseau, Lisa M
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Simcik, Matt
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Ramachandran, Gurumurthy
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Peterson, Lisa Ann
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Maldonado, George
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Raynor, Peter Cameron
Description: Student may contact the instructor or department for information.
PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Alexander, Bruce H
Description: Student may contact the instructor or department for information.

PubH 7194 Master's Project: Environmental Health
S-N only, 1-5 credit(s), max credits 25, 5 completions allowed;
Instructor: Toscano Jr, William A
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Toscano Jr, William A
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: McGovern, Patricia Marie
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Osterholm, Michael T
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Medus PhD, Carlota
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Nachreiner, Nancy Martha
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Wattenberg, Elizabeth Vaughn
Description: Student may contact the instructor or department for information.
PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Ramachandran, Gurumurthy
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Maldonado, George
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Raynor, Peter Cameron
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Alexander, Bruce H
Description: Student may contact the instructor or department for information.

PubH 7196 Field Experience: Environmental Health
S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;
Instructor: Toscano Jr, William A
Description: Student may contact the instructor or department for information.

PubH 7200 Topics: Public Health Practice
OPT No Aud, 0.5-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Olson Keller, Linda
Description: Student may contact the instructor or department for information.

PubH 7250 Designing and Conducting Focus Group Interviews
OPT No Aud, 1 credit(s);
Instructor: Krueger, Richard A
Description: Student may contact the instructor or department for information.

PubH 7280 Public Health Advocacy Through Professional Organizations
S-N only, 0.5-2 credit(s), max credits 2;
Instructor: Hueston DVM, William D.
Description: Student may contact the instructor or department for information.

PubH 7280 Public Health Advocacy Through Professional Organizations
S-N only, 0.5-2 credit(s), max credits 2;
Instructor: Waters, Katherine Cecilia
Description: Student may contact the instructor or department for information.

PubH 7291 Independent Study: Public Health Practice
S-N only, 0.5-2 credit(s), max credits 2;
Instructor: Waters, Katherine Cecilia
Description: Student may contact the instructor or department for information.

PubH 7294 Master's Project: Public Health Practice
S-N only, 0.5-4 credit(s), max credits 12, 3 completions allowed;
Instructor: Minicucci, Larissa A
Description: Student may contact the instructor or department for information.

PubH 7296 Field Experience: Public Health Practice
S-N only, 0.5-6 credit(s), max credits 24, 4 completions allowed; Public health practice MPH major, instr consent
Credit will not be granted if credit has been received for: CVM 6516;
Instructor: Minicucci, Larissa A
PubH 7391 Independent Study: Epidemiology
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Hedberg, Craig W
Description: Student may contact the instructor or department for information.

PubH 7392 Readings in Epidemiology
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: French, Simone A
Description: Student may contact the instructor or department for information.

PubH 7394 Culminating Experience: Epidemiology
S-N only, 1-6 credit(s), max credits 6;
Instructor: Hellerstedt, Wendy L
Description: Student may contact the instructor or department for information.

PubH 7394 Culminating Experience: Epidemiology
S-N only, 1-6 credit(s), max credits 6;
Instructor: Pereira PhD, Mark A
Description: Student may contact the instructor or department for information.

PubH 7394 Culminating Experience: Epidemiology
S-N only, 1-6 credit(s), max credits 6;
Instructor: Schreiner, Pamela Jean
Description: Student may contact the instructor or department for information.

PubH 7394 Culminating Experience: Epidemiology
S-N only, 1-6 credit(s), max credits 6;
Instructor: Jones-Webb, Rhonda Jean
Description: Student may contact the instructor or department for information.

PubH 7394 Culminating Experience: Epidemiology
S-N only, 1-6 credit(s), max credits 6;
Instructor: Laska, Melissa Nelson
Description: Student may contact the instructor or department for information.

PubH 7394 Culminating Experience: Epidemiology
S-N only, 1-6 credit(s), max credits 6;
Instructor: Alonso, Alvaro
Description: Student may contact the instructor or department for information.

PubH 7396 Field Experience: Epidemiology
S-N only, 1-5 credit(s), max credits 5;
Instructor: Kulasingam, Shalini L
Description: Student may contact the instructor or department for information.

PubH 7402 Biostatistics Modeling and Methods
4 credit(s);
Instructor: Guan, Weihua
Description: Student may contact the instructor or department for information.

PubH 7406 Advanced Regression and Design
4 credit(s);
Instructor: Hughes, John
Description:

PubH 7407 Analysis of Categorical Data
3 credit(s);
PubH 7420 Clinical Trials: Design, Implementation, and Analysis
3 credit(s);
Instructor: Neaton, Jim
Description: Student may contact the instructor or department for information.

PubH 7440 Introduction to Bayesian Analysis
3 credit(s);
Instructor: Bandyopadhyay, Dipankar
Description: Student may contact the instructor or department for information.

PubH 7465 Biostatistics Consulting
3 credit(s);
Instructor: Rudser, Kyle
Description: Student may contact the instructor or department for information.

PubH 7494 Culminating Experience: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Neaton, Jim
Description: Student may contact the instructor or department for information.

PubH 7494 Culminating Experience: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Hodges, James Steven
Description: Student may contact the instructor or department for information.

PubH 7494 Culminating Experience: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Eberly, Lynn Elizabeth
Description: Student may contact the instructor or department for information.

PubH 7494 Culminating Experience: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Luo, Xianghua
Description: Student may contact the instructor or department for information.

PubH 7494 Culminating Experience: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Vock, David M
Description: Student may contact the instructor or department for information.

PubH 7494 Culminating Experience: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Koopmeiners, Joseph Stephen
Description: Student may contact the instructor or department for information.

PubH 7494 Culminating Experience: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Basu, Saonli
Description: Student may contact the instructor or department for information.

PubH 7494 Culminating Experience: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Wolfson, Julian
Description: Student may contact the instructor or department for information.

PubH 7494 Culminating Experience: Biostatistics
PubH 7494 Culminating Experience: Biostatistics
S-N only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Ho, Yen-Yi
Description: Student may contact the instructor or department for information.

PubH 7581 Gerontology and Services for Long Term Care Residents
A-F only, 2-4 credit(s), max credits 8;
Instructor: Grant, Leslie Alan
Description: Student may contact the instructor or department for information.

PubH 7582 Practicum in Long-Term Care Administration
S-N only, 4 credit(s);
Instructor: Grant, Leslie Alan
Description: Student may contact the instructor or department for information.

PubH 7591 Independent Study: Health Care Administration
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Zismer, Daniel Kevin
Description: Student may contact the instructor or department for information.

PubH 7591 Independent Study: Health Care Administration
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Potthoff, Sandra Jean
Description: Student may contact the instructor or department for information.

PubH 7591 Independent Study: Health Care Administration
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Grant, Leslie Alan
Description: Student may contact the instructor or department for information.

PubH 7591 Independent Study: Health Care Administration
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Abraham, Jean Marie
Description: Student may contact the instructor or department for information.

PubH 7596 Clerkship in Health Care Administration
A-F only, 2 credit(s);
Instructor: Hart, Gregory Wayne
Description: Student may contact the instructor or department for information.

PubH 7691 Independent Study: Maternal and Child Health
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Berge, Jerica Mohlman
Description: Student may contact the instructor or department for information.

PubH 7694 Culminating Experience: Maternal and Child Health
S-N only, 2-4 credit(s), max credits 4;
Instructor: Hellerstedt, Wendy L
Description: Student may contact the instructor or department for information.

PubH 7694 Culminating Experience: Maternal and Child Health
S-N only, 2-4 credit(s), max credits 4;
Instructor: Bonilla, Zobeida E.
Description: Student may contact the instructor or department for information.
PubH 7696 Field Experience: Maternal and Child Health
S-N only, 1-4 credit(s), max credits 4;
Instructor: Oberg MD, Charles N
Description: Student may contact the instructor or department for information.

PubH 7696 Field Experience: Maternal and Child Health
S-N only, 1-4 credit(s), max credits 4;
Instructor: Brady, Sonya S.
Description: Student may contact the instructor or department for information.

PubH 7784 Master's Project Seminar: PHAP and HSRP&A
A-F only, 1 credit(s), max credits 2;
Instructor: McAlpine, Donna D
Description: Student may contact the instructor or department for information.

PubH 7791 Independent Study: HDIC Seminar
1-4 credit(s), max credits 4, 4 completions allowed;
Instructor: Call PhD, Kathleen Thiede
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Call PhD, Kathleen Thiede
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Blewett, Lynn Ann
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Nyman, John A.
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Whooley, Douglas R
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Shippee, Nathan D
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: McAlpine, Donna D
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Golberstein, Ezra
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Kuntz, Karen M
Description: Student may contact the instructor or department for information.
PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Karaca Mandic, Pinar
Description: Student may contact the instructor or department for information.

PubH 7894 MS in Health Services Research, Policy, and Administration Plan B Project
S-N only, 1-2 credit(s), max credits 4;
Instructor: Sainfort, Francois
Description: Student may contact the instructor or department for information.

PubH 7994 Culminating Experience: Public Health Nutrition
S-N only, 1-6 credit(s), max credits 6;
Instructor: Pereira PhD, Mark A
Description: Student may contact the instructor or department for information.

PubH 7994 Culminating Experience: Public Health Nutrition
S-N only, 1-6 credit(s), max credits 6;
Instructor: Story PhD, Mary T
Description: Student may contact the instructor or department for information.

PubH 7994 Culminating Experience: Public Health Nutrition
S-N only, 1-6 credit(s), max credits 6;
Instructor: Himes, John H
Description: Student may contact the instructor or department for information.

PubH 7996 Field Experience: Public Health Nutrition
S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Miles, Aida
Description: Student may contact the instructor or department for information.

PubH 8120 Occupational Health and Safety Research Seminar
S-N only, 1 credit(s), max credits 12, 12 completions allowed;
Instructor: Gerberich PhD, Susan Goodwin
Description: This course builds on other coursework, including the basic epidemiology, biostatistics, and occupational health- and safety-related courses. It enables students from multiple disciplines to synthesize information, in concert with other coursework, to enhance critical thinking and application to specific research efforts. Activities include: discussions/critiques of various aspects of research projects (ideas for projects; proposals; development of methods; analyses; interpretation); informal lectures and presentations by students, faculty and guest lecturers; practice presentations for thesis committees and professional/other meetings; field trips relevant to occupational health and safety and other research areas.

PubH 8141 Doctoral Seminar in Observational Inference
S-N only, 2 credit(s), max credits 20, 10 completions allowed;
Instructor: Maldonado, George
Description: This seminar course in observational inference is designed for doctoral students in Public Health who are interested in practicing the fundamentals of epidemiologic inference, including methods for designing, analyzing and interpreting epidemiologic studies. This course is offered every semester. Contact Dr. George Maldonado for the topic for the current semester: GMPhD@umn.edu.
Style: 100% Discussion.
Grading: 100% class participation.

PubH 8142 Epidemiologic Uncertainty Analysis
S-N only, 2 credit(s);
Instructor: Maldonado, George
Description: An observed relative risk (RRob) can be described mathematically as the product of the causal relative risk (RRausal)?a desired effect measure for etiologic epidemiologic studies?and error factors for the impact on study results of imperfections in the design, conduct and analysis of the study (uncontrolled confounding, losses-to-followup, nonrandom subject sampling, subject nonresponse, missing data, exposure and disease measurement error, unjustified statistical model assumptions, and random error). When viewed from this perspective, it becomes clear that RRausal is not identifiable (i.e., cannot be validly estimated) without making assumptions about the values of the error-factor and random-error terms. A standard quantitative analysis does not account for most study imperfections. It therefore implicitly assumes
that the product of the error factors equals 1.0. This standard-practice assumption, however, has neither theoretical nor empirical justification. We therefore advise epidemiologists to replace the standard assumption with more justifiable assumptions about the values of the error-factor terms. These more-justifiable assumptions can be incorporated into a quantitative analysis with uncertainty analysis (also known as bias modeling, probabilistic sensitivity analysis, Monte Carlo sensitivity analysis). We discuss this technique in this class.

PubH 8165 Current Topics in Toxicology
S-N only, 1 credit(s), max credits 2;
Instructor: Toscano Jr, William A
Description: Student may contact the instructor or department for information.

PubH 8166 Experiences in Toxicology Research
A-F only, 3 credit(s);
Instructor: Peterson, Lisa Ann
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Gerberich PhD, Susan Goodwin
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Osterholm, Michael T
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Hedberg, Craig W
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Nachreiner, Nancy Martha
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Wattenberg, Elizabeth Vaughn
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Ramachandran, Gurumurthy
Description: Student may contact the instructor or department for information.

PubH 8194 Directed Research: Environmental Health
1-6 credit(s), max credits 6, 1 completion allowed;
Instructor: Toscano Jr, William A
Description: Student may contact the instructor or department for information.

PubH 8300 Topics: Epidemiology: Novel Methods in Epidemiologic Research
1 credit(s), max credits 20, 20 completions allowed;
Instructor: Maclehose, Richard F
Description: This doctoral seminar introduces students to the conceptual foundations of some fundamental issues in epidemiologic methodology. The focus is on how and why a given method, design, or approach might help us explain population health. The emphasis is on the strengths, limitations, and potential alternatives for a given approach. The origins, use, and potential of both classic and cutting-edge methods are considered. Examples and readings are aimed at both clinical/biologic and social/behavioral track students.
PubH 8300 Topics: Epidemiology: Novel Methods in Epidemiologic Research
1 credit(s), max credits 20, 20 completions allowed;
Instructor: Oakes, Michael
Description: This doctoral seminar introduces students to the conceptual foundations of some fundamental issues in epidemiologic methodology. The focus is on how and why a given method, design, or approach might help us explain population health. The emphasis is on the strengths, limitations, and potential alternatives for a given approach. The origins, use, and potential of both classic and cutting-edge methods are considered. Examples and readings are aimed at both clinical/biologic and social/behavioral track students.

PubH 8342 Advanced Epidemiologic Methods: Applications
3 credit(s);
Instructor: Erickson, Darin John
Description: Student may contact the instructor or department for information.

PubH 8393 Directed Study: Clinical Research
1-4 credit(s), max credits 20, 20 completions allowed;
Instructor: Ross, Julie A
Description: Student may contact the instructor or department for information.

PubH 8442 Bayesian Decision Theory and Data Analysis
3 credit(s);
Instructor: Banerjee, Sudipto
Description: Student may contact the instructor or department for information.

PubH 8462 Advanced Survival Analysis
3 credit(s);
Instructor: Vock, David M
Description: Student may contact the instructor or department for information.

PubH 8802 Health Services Policy Analysis: Applications
A-F only, 2 credit(s);
Instructor: Blewett, Lynn Ann
Description: Student may contact the instructor or department for information.

PubH 8830 Writing for Research
OPT No Aud, 2 credit(s);
Instructor: Dowd, Bryan E
Description: Student may contact the instructor or department for information.

PubH 8893 Directed Study: Health Services Research, Policy, and Administration
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Allison, Kirk Charles
Description: Student may contact the instructor or department for information.

PubH 8893 Directed Study: Health Services Research, Policy, and Administration
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Nyman, John A.
Description: Student may contact the instructor or department for information.

PubH 8894 Directed Research: Health Services Research, Policy, and Administration
1-8 credit(s), max credits 8, 8 completions allowed;
Instructor: Allison, Kirk Charles
Description: Student may contact the instructor or department for information.

PubH 8894 Directed Research: Health Services Research, Policy, and Administration
1-8 credit(s), max credits 8, 8 completions allowed;
Instructor: Wholey, Douglas R
Description: Student may contact the instructor or department for information.
**Radiography  University of Minnesota Rochester**

**Radi 3102 Radiographic Procedures II**
- **A-F only, 7 credit(s);**
- **Instructor:** Anderson, Jill Marie
- **Description:** Student may contact the instructor or department for information.

**Radi 3202 Principles of Radiographic Exposure**
- **A-F only, 2 credit(s);**
- **Instructor:** Anderson, Jill Marie
- **Description:** Student may contact the instructor or department for information.

**Radi 3302 Clinical Practicum II**
- **A-F only, 5 credit(s);**
- **Instructor:** Anderson, Jill Marie
- **Description:** Student may contact the instructor or department for information.

**Recreation Resource Management  115 Green Hall**

**RRM 3201 Introduction to Travel and Tourism**
- **A-F only, 3 credit(s); Credit will not be granted if credit has been received for: RRM 5201;**
- **Instructor:** Messer, Cynthia Cosdon
- **Description:** Travel and tourism is called 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 and magnitude. Course looks at the types and functions of various tourism sectors including lodging, transportation, and marketing; the tourism distribution system; and the roles of stakeholders in creating and delivering the tourist experience. The course also looks at tourist motivation as a way of understanding demand.
  - **Style:** 50% Lecture, 20% Discussion, 15% Small Group Activities, 5% Student Presentation, 10% Guest Speakers.
  - **Grading:** 32% mid exam, 28% final exam, 16% reports/papers, 20% special projects, 4% class participation. 2 exams plus final, individual case study, group paper with presentation
  - **Exam Format:** exams use a combination of formats including essay, short answer and true/false

**RRM 4232W Managing Recreational Lands**
- **A-F only, 4 credit(s); Credit will not be granted if credit has been received for: RRM 5232; Meets CLE req of Writing Intensive**
- **Instructor:** Schneider, Ingrid Eleanor
- **Description:** This course is designed to provide students with an understanding of the principles and practices of outdoor recreation management. Specific objectives are to: (1) understand federal recreation land management policy & organization, (2) develop an understanding of conceptual frameworks for recreation resource & visitor use management, (3) identify & evaluate visitor caused impacts to resources & to visitor experiences, understand & be able to use management tools designed to reduce recreation- related impacts & conflicts, & (4) demonstrate an understanding of course material through exams & applied assignments.
  - **Style:** Recitation

**RRM 4293 Directed Study**
- **1-5 credit(s), max credits 12, 12 completions allowed;**
- **Instructor:** Schneider, Ingrid Eleanor
- **Description:** Students select/ conduct a study of or project on a topic of personal interest in consultation with faculty member. Documented by initial proposal and reports of accomplishment.
RRM 4293 Directed Study
1-5 credit(s), max credits 12, 12 completions allowed;
Instructor: Messer, Cynthia Cosdon
Description: Students select/conduct a study of or project on a topic of personal interest in consultation with faculty member. Documented by initial proposal and reports of accomplishment.

RRM 4293 Directed Study
1-5 credit(s), max credits 12, 12 completions allowed;
Instructor: Davenport, Mae Allen
Description: Students select/conduct a study of or project on a topic of personal interest in consultation with faculty member. Documented by initial proposal and reports of accomplishment.

RRM 5201 Introduction to Travel and Tourism
A-F only, 3 credit(s); Grad student or instr consent; Credit will not be granted if credit has been received for: RRM 3201;
Instructor: Messer, Cynthia Cosdon
Description: Travel and tourism is called 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 and magnitude. Course looks at the types and functions of various tourism sectors including lodging, transportation, and marketing; the tourism distribution system; and the roles of stakeholders in creating and delivering the tourist experience. The course also looks at tourist motivation as a way of understanding demand.
Style: 50% Lecture, 20% Discussion, 15% Small Group Activities, 5% Student Presentation, 10% Guest Speakers. guests, in-class activities, videos
Grading: 32% mid exam, 28% final exam, 16% reports/papers, 20% special projects, 4% class participation. 2 exams plus final, individual case study, group paper with presentation
Exam Format: exams use a combination of formats including essay, short answer and true/false

RRM 5232 Managing Recreational Lands
A-F only, 4 credit(s); Grad student or instr consent; Credit will not be granted if credit has been received for: RRM 4232W;
Instructor: Schneider, Ingrid Eleanore
Description: This course is designed to provide students with an understanding of the principles and practices of outdoor recreation management. Specific objectives are to: (1) understand federal recreation land management policy & organization, (2) develop an understanding of conceptual frameworks for recreation resource & visitor use management, (3) identify & evaluate visitor caused impacts to resources & to visitor experiences, understand & be able to use management tools designed to reduce recreation-related impacts & conflicts, & (4) demonstrate an understanding of course material through exams & applied assignments.
Style: Recitation

Rec 1501 Orientation to Leisure and Recreation
3 credit(s);
Instructor: Morrissey, Sean Patrick
Description: This course is designed as an introduction to the field of recreation and leisure studies through several field trips and service learning opportunities that highlight a variety of recreation programs, facilities, services and delivery systems. An experiential approach allows students to see firsthand the opportunities and careers in the recreation industry. Most class periods will be spent in the field exploring various agencies and meeting with professionals in the industry (YMCA Camp Ihduhapi, Three Rivers Park District - Silverwood & French Regional Park, REI, University Recreation Center, Oxford Community Center, National Sports Center, and Wilderness Inquiry). Students also help to plan events and operate the exciting Gopher Adventure Race (GAR) on-campus!
Style: 25% Lecture, 5% Small Group Activities, 40% Field Trips, 5% Guest Speakers, 25% Service Learning.
Grading: 15% special projects, 20% attendance, 30% reflection paper, 15% in-class presentation, 20% class participation.

Rec 2151 Outdoor and Camp Leadership
A-F only, 3 credit(s);
Instructor: Lais, Gregory J
Description: Practical and theoretical study of leading groups in outdoor and camp settings. Outdoor leadership skills, servant leadership, expedition planning, emergency procedures and risk management, LNT approaches, and working with diverse populations in an outdoor environment. Two Monday evening classes will be held at Wilderness Inquiry from 6 to 8:30 PM on April 22 and April 29th. A 5-day sea kayak field experience will be held May 2nd - 6th at Wilderness Inquiry's Little Sand Bay basecamp in the Apostle Islands. This trip leaves at 7:30AM on the 2nd from Wilderness Inquiry, and
returns by 6PM on the 6th. Students may either drive up on their own or ride in Wilderness Inquiry van. All kayak gear provided. Wilderness Inquiry is located kitty corner from Berman Field at 808 - 14th Ave SE, 55414.

**Style:** 20% Lecture, 10% Small Group Activities, 20% Student Presentation, 50% Field Trips. You may need a completed Class Time Conflict Approval form to register. http://onestop.umn.edu/forms/index.html and scroll to Registration Forms: Class Time Conflict Approval. Contact Greg Lais at 612-840-5844 or greg@wildernessinquiry.org to sign.

**Grading:** 25% final exam, 60% in-class presentation, 15% class participation.

**Exam Format:** Multiple choice

Rec 3551 Administration and Finance of Leisure Services
A-F only, 4 credit(s);
Instructor: Brown PhD,Tony Kevin
Description: Concepts, principles, and practices of managing leisure service organizations. Course content includes organizational leadership, personnel management, project management, facility development, facility operations and maintenance management, and financial management.

Rec 3601W Leisure and Human Development
3 credit(s);Meets CLE req of Writing Intensive
Instructor: Magnuson PhD,Connie
Description: Course Description This course examines the role of recreation, play and leisure in the lives of individuals across the life span. An interdisciplinary approach draws from psychology, sociology, anthropology, physiology and other disciplines to better understand the motivations of individuals in order to provide recreation programs, services, and facilities that will meet their needs. We take a holistic approach looking at the four domains of physical, social, cognitive and emotional development as an individual moves through the phases of the life span. This is an upper level writing intensive course designed for Recreation majors. Other students will need instructor permission to register depending on availability. Readings: various articles and instructor materials. There is no assigned textbook. Method of Instruction: The class is entirely on-line.

Rec 3796 Senior Internship in Recreation, Park, and Leisure Studies
S-N only, 9 credit(s);
Instructor: Magnuson PhD,Connie
Description: A capstone of the student's academic program, this practical experience under the supervision of a recreational professional provides students the opportunity to apply acquired academic knowledge while totally immersed in the work place setting full time. The internship is 9-credits for a total of 405 hours in the field. Internships are done once the coursework for the degree has been completed.

Rec 3993 Directed Study in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Magnuson PhD,Connie
Description: Explore areas of personal interest and delve into a degree-related topic that may not be covered in depth in the coursework that will be applicable to your chosen career path. During this independent study, you will work with faculty or recreational professionals on creative activities, scholarly research, or other project developments that allow for learning opportunities and contribute to the student's academic program. A great opportunity for getting involved in the field and working with mentors and experts in the field that will provide tremendous learning and networking opportunities.

Rec 3993 Directed Study in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Allison JD,Rayla
Description: Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 3993 Directed Study in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kane PhD,Mary Jo
Description: Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 3993 Directed Study in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Ross PhD,Stephen
Description: Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 3993 Directed Study in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Rec 5111 Sports Facilities
A-F only, 3 credit(s);
Instructor: Turman PhD, James C
Description: An overview of sports facilities including the planning, development, design, funding, financing, and construction of such facilities with emphasis on major indoor multipurpose facilities for recreational sports, physical education, and intercollegiate athletics on the college campus and an introduction to public/private arenas and stadiums. The class will tour selected on-campus kinesiology, athletic, and recreational facilities. Students will be assigned a group sports facilities project and present their concepts and plans to the class. Other topic areas may include, operations management, marketing, advertising, public relations, and risk management.
Style: 35% Lecture, 20% Discussion, 15% Small Group Activities, 10% Student Presentation, 15% Field Trips, 5% Guest Speakers.
Grading: 17% final exam, 35% reports/papers, 25% special projects, 5% quizzes, 13% written homework, 5% attendance.
Note: attendance also includes in-class presentation and participation.
Exam Format: multiple choice, fill-in, matching, and essay

Rec 5311 Programming Outdoor and Environmental Education
A-F only, 3 credit(s);
Instructor: Sorensen, Melanie Carol
Description: Student may contact the instructor or department for information.

Rec 5371 Sport and Society
A-F only, 3 credit(s);
Instructor: Kane PhD, Mary Jo
Description: Sport, sporting processes, social influences, systems, and structures that have effected and exist within/among societies, nations, and cultures. Issues concerning social differentiation. Social concerns such as violence and honesty.

Rec 5421 Sport Finance
A-F only, 3 credit(s);
Instructor: Ross PhD, Stephen
Description: In recent years, traditional sources of revenue ? tax support, media revenues and gate receipts ? have declined while costs have escalated. Increased demand for state-of-the-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.

Rec 5601 Sport Management Ethics and Policy
A-F only, 3 credit(s);
Instructor: Kihl PhD, Lisa A
Description: Ethical concepts that underpin or inform sport policies. Evaluating sport policies from a normative point of view. Selected sport policy issues are used to illustrate relevance of ethical considerations in policy development, ethical implications of sport policy.

Rec 5801 Legal Aspects of Sport and Recreation
A-F only, 4 credit(s);
Instructor: Loher JD, Vickie Lynn
Description: Legal issues related to recreation, park, and sport programs/facilities with public/private sectors.

Rec 5900 Special Topics: Contemporary Issues in Leisure Services: Experiential Youth Leadership and Service Learning
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Magnuson PhD, Connie
Description: This course is designed to maximize learning from a Pay It Forward Tour Leadership experience by providing a greater understanding and knowledge of youth development and leadership. This course will include topics on youth development, leadership, human nature, relationships, evaluation, measurement, and more, thus enhancing the Tour experience.
Rec 5900 Special Topics: Contemporary Issues in Leisure Services: Outdoor Recreation Winter Skills
3 credit(s), max credits 12, 12 completions allowed;
Instructor: Hoffman, Mitchell Lee
Description: This course will look at developing the field skills essential to aspiring outdoor educators and leaders. The learning environment will occur mostly in the outdoor classroom teaching students how to effectively utilize this tool as an educator and instructor. Areas of focus will be instructional strategies, site management, hard skill development and application of outdoor leadership skills. Activities will include mountain biking, rock climbing and outdoor living skills. Students will be expected to operate comfortably in an outdoor environment and field based class sessions are mandatory for course completion. The course meets on Fridays for six weeks and one weekend overnight field experience.

Rec 5992 Readings: Recreation
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Buysse PhD, Jo Ann
Description: Readings on Globalization theory, Italian language and culture. This course is offered as a preparation for the May Session Global Sport course in Italy. Only students who are taking the May Session Learning Abroad course may sign up for this readings course.
Style: 20% Lecture, 60% Discussion, 20% Small Group Activities. Class meetings once a week for 75 minutes

Rec 5992 Readings: Recreation
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Magnuson PhD, Connie
Description: Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

Rec 5992 Readings: Recreation
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Allison JD, Rayla
Description: Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

Rec 5992 Readings: Recreation
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kane PhD, Mary Jo
Description: Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

Rec 5992 Readings: Recreation
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Ross PhD, Stephen
Description: Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

Rec 5992 Readings: Recreation
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

Rec 5995 Problems in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Magnuson PhD, Connie
Description: Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 5995 Problems in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Allison JD, Rayla
Description: Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.
Rec 5995 Problems in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kane PhD, Mary Jo
Description: Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 5995 Problems in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Ross PhD, Stephen
Description: Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 5995 Problems in Recreation, Park, and Leisure Studies
A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

Rec 6796 Practicum in Recreation, Park, and Leisure Studies
S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;
Instructor: Magnuson PhD, Connie
Description: Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

Rec 6796 Practicum in Recreation, Park, and Leisure Studies
S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;
Instructor: Allison JD, Rayla
Description: Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

Rec 6796 Practicum in Recreation, Park, and Leisure Studies
S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;
Instructor: Kane PhD, Mary Jo
Description: Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

Rec 6796 Practicum in Recreation, Park, and Leisure Studies
S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;
Instructor: Ross PhD, Stephen
Description: Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

Rec 6796 Practicum in Recreation, Park, and Leisure Studies
S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

Rec 8995 Research Problems in Recreation, Park, and Leisure Studies
S-N only, 1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Kane PhD, Mary Jo
Description: Individual scholarly research.

Rec 8995 Research Problems in Recreation, Park, and Leisure Studies
S-N only, 1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Ross PhD, Stephen
Description: Individual scholarly research.

Rec 8995 Research Problems in Recreation, Park, and Leisure Studies
S-N only, 1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Individual scholarly research.

Rehabilitation Science 382 Children’s Rehabilitation Center (Box 388 UMHC)

RSc 5100 Hot Topics in the Biology of Aging
1 credit(s);
Instructor: Thompson PhD, LaDora V
Description: Student may contact the instructor or department for information.

RSc 5101 Mathematical Tools for Research Applications in Health, Rehab, and Human Movement Sciences
A-F only, 1 credit(s);
Instructor: Ludewig, Paula M
Description: Student may contact the instructor or department for information.

RSc 5200 Introduction to Transcranial Magnetic Stimulation
A-F only, 3 credit(s);
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Mathiowetz PhD, Virgil G
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Martin PhD, Peggy Mae
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Snow MD, PhD, LeAnn M
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Kimberley, PT, PhD, Teresa Jacobson
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Adamczak, Rich
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Thompson PhD, LaDora V
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Ludewig, Paula M
Description: Student may contact the instructor or department for information.
RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Lowe, Dawn Annette
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Kukulka, Carl G
Description: Student may contact the instructor or department for information.

RSc 5294 Independent Study in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Gillick, Bernadette Therese
Description: Student may contact the instructor or department for information.

RSc 5841 Rehabilitation Science Instrumentation and Methodology
A-F only, 4 credit(s);
Instructor: Kukulka, Carl G
Description: Student may contact the instructor or department for information.

RSc 8100 Rehabilitation Science Seminar
A-F only, 1 credit(s), max credits 6, 6 completions allowed;
Instructor: Kimberley, PT, PhD, Teresa Jacobson
Description: Student may contact the instructor or department for information.

RSc 8130 Current Literature Seminar
A-F only, 1 credit(s);
Instructor: Snow MD, PhD, LeAnn M
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Mathiowetz PhD, Virgil G
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Martin PhD, Peggy Mae
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Snow MD, PhD, LeAnn M
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Kimberley, PT, PhD, Teresa Jacobson
Description: Student may contact the instructor or department for information.
RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Thompson PhD,LaDora V
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Ludewig, Paula M
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Lowe, Dawn Annette
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Kukulka, Carl G
Description: Student may contact the instructor or department for information.

RSc 8170 Special Topics in Rehabilitation Science
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Gillick, Bernadette Therese
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Mathiowetz PhD, Virgil G
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Martin PhD, Peggy Mae
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Snow MD, PhD, LeAnn M
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Kimberley, PT, PhD, Teresa Jacobson
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Thompson PhD, LaDora V
Description: Student may contact the instructor or department for information.
RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Ludewig, Paula M
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Lowe, Dawn Annette
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Kukulka, Carl G
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Gillick, Bernadette Therese
Description: Student may contact the instructor or department for information.

RSc 8185 Problems in Rehabilitation Science
1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Nuckley PhD, David J
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum
A-F only, 1-5 credit(s), max credits 5, 3 completions allowed;
Instructor: Carey, James Robert
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum
A-F only, 1-5 credit(s), max credits 5, 3 completions allowed;
Instructor: Mathiowetz PhD, Virgil G
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum
A-F only, 1-5 credit(s), max credits 5, 3 completions allowed;
Instructor: Martin PhD, Peggy Mae
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum
A-F only, 1-5 credit(s), max credits 5, 3 completions allowed;
Instructor: Snow MD, PhD, LeAnn M
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum
A-F only, 1-5 credit(s), max credits 5, 3 completions allowed;
Instructor: Kimberley, PT, PhD, Teresa Jacobson
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum
A-F only, 1-5 credit(s), max credits 5, 3 completions allowed;
Instructor: Thompson PhD, LaDora V
Description: Student may contact the instructor or department for information.

RSc 8188 Teaching Practicum
A-F only, 1-5 credit(s), max credits 5, 3 completions allowed;
Instructor: Ludewig, Paula M
Description: Student may contact the instructor or department for information.
Religious Studies 245 Nicholson Hall

RelS 1001 Introduction to the Religions of the World
3 credit(s); Meets CLE req of Global Perspectives
Instructor: Laine, James
Description: Since the nineteenth century, scholars have studied the major religions of the world in a comparative way. It is not always clear just what the definition of ?religion? is, but it is clear that most people in most times and places have been religious: they think about divine beings, the ultimate purpose of human life and the mystery of being and death. Religious commitments can be a set of taken-for-granted assumptions, or clearly articulated ideological stances about what human beings should do and believe. We will look at both aspects of religion. We cannot hope to cover all religious traditions nor even cover a few in any great depth. The course intended as a reflection on aspects of religion as found in religious traditions of South Asia (India), East Asia (China, Japan), and the West (Judaism, Christianity and Islam), While not neglecting the classical texts, we will use films and a field report as ways of confronting the contemporary practices of religious people today.

RelS 1003 World of the Bible: Religions, Empires, and Discourses of Power
3 credit(s); credit will not be granted if credit already received for: RelA 1001; Credit will not be granted if credit has been received for: CNES 1001; Meets CLE req of Arts/Humanities
Instructor: Barnes, William Hamilton
Description: Where did the Bible come from? Who were the ancient Israelites? How did the great civilizations of the ancient world influence the Bible? Integrating a cross-disciplinary spectrum of religion, history, archeology, and literature, students in this class will discover the contemporary contexts for the ancient literary anthologies now known as the Hebrew Bible and the New Testament. Topics will include the development of monotheism, kingship, warfare, divination, prophecy, law, poetry, mythology, and daily life. Students will encounter a variety of famous ancient Near Eastern texts, including the Epic of Gilgamesh, the Laws of Hammurabi, and the Dead Sea Scrolls. Since we will engage in secular study only, analytically examining all relevant religious texts and traditions, students are required to retain an open mind and the willingness to read and discuss the Bible in a new way.

RelS 1011 Religions and American Identity in the United States from World War II to the Present
3 credit(s); Credit will not be granted if credit has been received for: AMST 1011; Meets CLE req of Civic Life and Ethics
Instructor: Prell, Riv-Ellen
Description: Student may contact the instructor or department for information.

RelS 3001W Theory and Method in Religion: Critical Approaches to the Study of Religion
3 credit(s); Credit will not be granted if credit has been received for: RELS 5001; Meets CLE req of Writing Intensive
Instructor: Kilde, Jeanne Halgren
Description: While even a quick glance at any newspaper these days impresses upon us the importance of religion, just how we are to understand and/or learn about religion, given the vast array of ideas, practices, institutions, and communities that lay claim to the category, is anything but straightforward. Scholars from many disciplines study religion, adding another layer of diversity, or even confusion, to the question of how one might go about learning about religion. This course will sort
RelS 3071 American Indian Philosophies
3 credit(s); credit will not be granted if credit already received for: RelA 3071, RelA 5071, RelS 3071 Credit will not be granted if credit has been received for: CNES 3071;
Instructor: Sellew, Philip
Description: The purpose of this course is to introduce students to the philosophical thought and spiritual beliefs of native peoples of North America. Students will examine a broad spectrum of issues which influence the worldview of native people on this continent, including European contact and thought. Students may find some of the issues to be controversial and personally challenging, however, a thorough discussion of the impact of European influences is important to understanding native people's resistance and survival. Finally, students will also explore the ways in which native philosophy and spiritual practices shape native life experience in a society viewed by many native people as being at odds with their beliefs.
Style: 60% Lecture, 20% Discussion. Group work

RelS 3071 Greek and Hellenistic Religions
3 credit(s); credit will not be granted if credit already received for: RelA 3071, RelA 5071, RelS 3071 Credit will not be granted if credit has been received for: CNES 3071;
Instructor: Sellew, Philip
Description: A survey of ancient Greek religion from the Bronze Age down to Hellenistic times. The approach is both historical and thematic. Topics include pre-historic religion; Homer and the Olympian deities; archaeology of cult; music, dance, and procession as ritual performance; prayer and sacrifice; temple architecture and sanctuaries; oracles; beliefs about death and the afterlife; mystery cults; philosophical religion; criticism of traditional myths; Alexander and ruler cult; astrology and magic; and Near Eastern salvation religions. We pose questions of Greek tragedy and comedy, satire and pious hymnody. Extensive use of Homer, Sappho, Pindar, Aeschylus, Euripides, and Plato allows us to hear distinct voices within the overall Greek social and religious variety. We study the use of architectural space to define and express divisions between sacred and profane. The visual arts are of central importance, to help us both 'see' these foreign or familiar gods and goddesses heroes and heroines, as well as 'query' the ordering principles they represent. Sculpture, vase painting, gems, and coins are all brought into the picture.
Style: 85% Lecture, 10% Discussion, 5% Field Trips.
Grading: 15% mid exam, 20% final exam, 45% reports/papers, 5% special projects, 15% additional semester exams.
Exam Format: Brief IDs and short answer questions; one essay.

RelS 3115 Midrash: Jewish Biblical Interpretation
3 credit(s); credit will not be granted if credit already received for: RelA 3115, RelA 5115, RelS 5115, JwSt 3115, JwSt 5115 Credit will not be granted if credit has been received for: JWST 3115;
Instructor: Jassen, Alex P
Description: This course introduces students to the history of biblical interpretation in ancient Judaism. The Hebrew Bible (Old Testament) is the central document in Judaism. As with all scripture-based religions, Jews throughout time have been faced with the task of making sense of their sacred scriptures and renewing it for their own time. The aim of this course is to explore the variety of ancient Jewish readings of the Hebrew Bible in their diverse literary, cultural, and historical settings. Emphasis is placed on the different genres employed in Jewish biblical interpretation and their historical development. The course begins with interpretation within the Hebrew Bible itself and then explores the diverse forms of biblical interpretation found in Judaism of the late Second Temple period (3rd cen BCE-1st cen CE) ? translation, rewritten biblical texts, and the commentary form. Students read selections in translation drawn from the Dead Sea Scrolls, the Apocrypha and Pseudepigrapha, the Septuagint, the writings of Philo of Alexandria, and related texts. The course then focuses on the diverse collection of biblical interpretation stemming from rabbinic Judaism, ranging in date from the 3rd century CE through the 10th century CE. Analysis of rabbinic biblical interpretation (Midrash) focuses on unique elements in the rabbinic tradition as well as locates these approaches as part of the broader history of Jewish biblical interpretation. The remainder of the course will engage in comparative analysis of particular aspects of the biblical narrative as they are interpreted across the various text encountered. Topics that will be addressed in this comparative framework include the flood story, the binding of Isaac, the exodus, and the golden calf incident. Course meetings will emphasize in-depth reading of the material in the context of active student participation.
Style: 15% Lecture, 75% Discussion, 10% Student Presentation.
Grading: 50% reports/papers, 15% quizzes, 10% in-class presentation, 25% class participation.

RelS 3321 American Indian Philosophies
4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: Ghebregzi, Alex Anthony
Description: The purpose of this course is to introduce students to the philosophical thought and spiritual beliefs of native peoples of North America. Students will examine a broad spectrum of issues which influence the worldview of native people on this continent, including European contact and thought. Students may find some of the issues to be controversial and personally challenging, however, a thorough discussion of the impact of European influences is important to understanding native people's resistance and survival. Finally, students will also explore the ways in which native philosophy and spiritual practices shape native life experience in a society viewed by many native people as being at odds with their beliefs.
Style: 60% Lecture, 20% Discussion. Group work
RelS 3713 Modern Iran: Nationalism, Religion, and the Struggle to Create Modern Iran
3 credit(s); Credit will not be granted if credit has been received for: ARTH 3205; Meets CLE req of Arts/Humanities
Instructor: Bashiri, Iraj
Description: The mid-term exam will be written during class time. The final is a take-home exam.

RelS 3623 Religion and the U.S. Founding: Contests Then and Now Over the Place of Religion in Politics
3 credit(s); Hebrew not required; 3501 recommended credit will not be granted if credit already received for: CNES 3502, CNES 5502, RELA 3502, HIST 3502; Credit will not be granted if credit has been received for: CNES 3502;
Instructor: von Dassow, Eva
Description: A heated debate rages in the U.S. today about the proper role of religion in American politics. In arguing about the appropriate relationship of church and state, contenders on all sides frequently support their claims with references to the framers of the U.S. Constitution. Some see these men as devout Christians intent on establishing a Christian Nation, while others view them as secularists focused on separating church and state. All sides use direct quotes to make their case. Who is right? This Historical Perspectives course explores how leading political figures wrote about religion during and after the framing of the U.S. Constitution. The course also investigates competing religious currents in the early Republic, the rise of the Religious Right in the 20th century, and debates in the late-18th century and today over the proper role of religion in American politics. See the syllabus for more information.
Style: 70% Lecture, 5% Film/Video, 10% Discussion, 15% Small Group Activities.
Grading: 20% mid exam, 30% final exam, 40% reports/papers. In-class writing assignments will be worth 10% of the final grade.
Exam Format: The exams will be a take home essay.

RelS 3520 History of the Holocaust
3 credit(s); Credit will not be granted if credit has been received for: RELS 3521W;
Instructor: Ashkenazi, Ofer
Description: The term "Holocaust" refers to the deliberate, systematic murder of approximately 6 million Jews, as well as hundreds of thousands of Roma (Gypsies) and others, in Nazi dominated Europe between the years 1941-1945. The course will narrate the history of the Holocaust, its social, cultural and ideological origins, and its major influences on post-1945 developments. In addition, we will discuss the theories that seek to explain "how it could happen" and what is the "meaning" of it, the "lesson" it taught. In our inquiry we will use a variety of primary sources - such as films, television shows, memoirs, speeches, essays, short stories, etc. The diverse sources would provide us with clues for a better understanding of this unimaginable, tragic period in human history. The class does not require special linguistic abilities, although they are most welcome. Class time: 60% lecture, 40% discussion. Work Load: 8-10 pages of writing per semester: a take-home midterm exam (3-4 pages); final paper (4-5 pages); in-class multiple-choice final exam. Grade: 50% take-home exams (25% each); 30% final exam; 10% in-class final exam; 10% participation in class discussions.

RelS 3502 Ancient Israel: From Conquest to Exile
3 credit(s); Hebrew not required; 3501 recommended; Credit will not be granted if credit has been received for: CNES 3502, CNES 5502, RELA 3502, HIST 3502; Credit will not be granted if credit has been received for: CNES 3502;
Instructor: Fischer, Kirsten
Description: Israel and Judah were not states of great importance in the ancient Near East. Their population, territory, and economy were small, and they could not resist conquest by larger, more powerful states like Assyria and Rome. So why is their history significant still? The historical experiences of the people of ancient Israel and Judah were transmogrified in literary form into the Hebrew Bible (Old Testament), which became the foundation and wellspring for much of Western and Islamic civilization. Innumerable aspects of modern history and culture are predicated on some element of Israel's ancient past, as mediated to us through the Bible; so it behooves us to understand that past. But the Bible is a religious work, not a transcript of events, and it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are questions about how historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.
Style: 60% Lecture, 40% Discussion.
Grading: 20% final exam, 45% reports/papers, 20% quizzes, 15% class participation.
Exam Format: Essays, short IDs, maps

RelS 3322 Pre-Columbian Art of the Americas
3 credit(s); Credit will not be granted if credit has been received for: ARTH 3205; Meets CLE req of Arts/Humanities
Instructor: Afanador-Pujol, Angelica J
Description: This course focuses on the indigenous art of the Americas prior to the economic and social impacts of contact with European civilization. It looks at the various forms of expression of the societies of the Americas from their earliest development through the time of the first European contact. The course will include the civilizations of the Andes, the Mesoamerican cultures, and the cultures of the pre-Columbian Americas in the Caribbean. This course will also examine in detail the culture of the Inca Empire, the Aztecs, and the Maya. The course will focus on thePrimary Source Reading will be from a variety of objects such as sculptures, architectural elements, and ceramics. The course will also look at the relationship between the political, economic, and religious organizations of the pre-Columbian period. The course will also examine the role of religion and the relationship between the religious and political organizations of the pre-Columbian period. The course will also examine the role of religion and the relationship between the religious and political organizations of the pre-Columbian period. The course will also examine the role of religion and the relationship between the religious and political organizations of the pre-Columbian period.
Grading: 33% mid exam, 33% final exam, 17% reports/papers, 17% class participation.
Exam Format: The exams will be a take home essay.
Modern Iran covers Iranian history from the fall of the Sassanids (7th c. CE) to the present. 1) Shi'ite Islam in world context: the relationship between Iranian nationalism and Iranian Shi'ism. 2) Focus on Iranian dynasties, like the Safavids (1502-1722), who brought Iran prosperity vis-a-vis the Qajars (1785-1925) under whose rule Iran lost its prestige and most of its territory. 3) Iran's entrance into world politics. a) Great Britain and United States brought Iran up to par with other nations in the region, like Turkey. b) The reaction of the Shi'ite clergy against the government of the Shah and the US?the 1979 Iranian Revolution.

Style: 50% Lecture, 20% Film/Video, 10% Discussion, 20% Student Presentation.

Grading: 15% final exam, 40% reports/papers, 22% quizzes, 3% attendance, 15% in-class presentation, 5% class participation. Attendance is tracked by signing a sheet.

Exam Format: essay format

RelS 3715 History of the Crusades
3 credit(s);
Instructor: Lower, Michael T
Description: Student may contact the instructor or department for information.

RelS 3717 Christians, Muslims, and Jews in the Middle Ages
3 credit(s); Credit will not be granted if credit has been received for: HIST 3606; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives
Instructor: Phillips Jr, William D
Description: Spell Check Course Guide Description (3,000 character limit) (Alt+5) The course will cover ca. 400 to ca. 1500 and will emphasize the Mediterranean with medieval Iberia as a main case study. Emphasis on social and political features. Readings in primary and secondary sources. Mid-term and final exams. One or two short papers. Lectures and class discussion. Violent dimensions of these relations: Muslim/Christian expansion, jihad/crusade, anti-Jewish violence/persecution. Peaceful dimensions: trade, intellectual exchange, religious dialogue.
Style: 30% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities, 10% Student Presentation.
Grading: 20% mid exam, 30% final exam, 15% reports/papers, 10% attendance, 10% in-class presentation, 15% class participation.

RelS 3718W Christ in Islamic Thought
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Matar, Nabil I
Description: Student may contact the instructor or department for information.

RelS 3993 Directed Studies
1-4 credit(s), max credits 10, 5 completions allowed;
Instructor: Kilde, Jeanne Halgren
Description: Student may contact the instructor or department for information.

RelS 3993 Directed Studies
1-4 credit(s), max credits 10, 5 completions allowed;
Instructor: Sellew, Philip
Description: Student may contact the instructor or department for information.

RelS 4952 Final Project
A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Kilde, Jeanne Halgren
Description: Student may contact the instructor or department for information.

RelS 5001 Theory and Method in the Study of Religion: Critical Approaches to the Study of Religion
3 credit(s); Sr or grad student or instr consent credit will not be granted if credit already received for: RelA 5521 Credit will not be granted if credit has been received for: RELS 3001W;
Instructor: Kilde, Jeanne Halgren
Description: While even a quick glance at any newspaper these days impresses upon us the importance of religion, just how we are to understand and/or learn about religion, given the vast array of ideas, practices, institutions, and communities that lay claim to the category, is anything but straightforward. Scholars from many disciplines study religion, adding another layer of diversity, or even confusion, to the question of how one might go about learning about religion. This course will sort through a number of theories of religion and methods for studying it that have developed since the 19th century. Along the way we will examine theoretical work by Frederich Schleiermacher, Emile Durkheim, E. B. Taylor, Rudolph Otto, Mircea Eliade, Evans Evans-Pritchard, Clifford Geertz, Jonathan Z. Smith, Robert Orsi, Thomas Tweed, Talal Asad, Tomoko Masuzawa, and others. Embedded in all of these theories are ideas about religious power and about the "religious other" and the ethics of studying those "others." Thus, to focus our examination, we will concentrate on two areas: 1.) The Politics
of Space and Ritual in the study of religion and 2.) The Ethics of Ethnography. We will examine a variety of religious places and practices, including mosques, churches, temples, street festivals, pilgrimages, worship services, devotions to saints, speaking in tongues, and snake handling. This course is partnering with courses in Architecture and Art around an initiative on Sacred/Contested Space. Students will have the opportunity to participate in conversations across these courses, in an exhibit to be developed for the Nash Gallery, and in a conference.

Style: 20% Lecture, 5% Film/Video, 60% Discussion, 10% Small Group Activities, 5% Guest Speakers.

ReIS 5071 Greek and Hellenistic Religions
3 credit(s); credit will not be granted if credit already received for: RelA 3071, RelA 5071, RelS 3071; RelS 3071
Instructor: Sellew, Philip
Description: Student may contact the instructor or department for information.

ReIS 5115 Midrash: Jewish Biblical Interpretation
3 credit(s); credit will not be granted if credit already received for: RelA 3115, RelA 5115, RelS 5115, JwSt 3115, JwSt 5115; JWST 5115
Instructor: STAFF
Description: Mishnah and Midrash represent the earliest forms of Rabbinic literature. Mishnah refers to the early 3rd century C.E. compendium of Rabbinic legal traditions, while Midrash indicates the various collections of Rabbinic interpretation of the Bible that were compiled in the following centuries. These texts reflect early Rabbinic models of biblical interpretation, law, and theology. At the same time, Mishnah and Midrash, like Rabbinic Judaism in general, are heavily indebted to earlier expressions of Judaism that existed in the Second Temple period (539 B.C.E. - 70 C.E.). This course explores Mishnah, Midrash, and early Rabbinic Judaism in dialogue with Second Temple period Judaism and its literature (such as the Dead Sea Scrolls, the Apocrypha and Pseudepigrapha, and Philo). Each week, we examine a particular theme and track its development from Second Temple literature into Rabbinic Judaism. These topics are structured around the two central elements of Mishnah and Midrash: (1) Biblical Interpretation and (2) Law and Theology. For the former, we treat issues such as closing the canon of the Bible, text and interpretation, religious and interpretative authority, rewriting the Bible, and allegorical interpretation of the Bible. For the latter, we discuss models of the divine, sectarianism and Judaism, sacrifice and liturgy, prophecy and revelation, and messianism and eschatology. All texts will be read in translation.
Style: 15% Lecture, 75% Discussion. Student Presentation
Grading: 20% mid exam, 25% final exam, 25% reports/papers, 20% in-class presentation, 10% class participation.
Exam Format: Identifications, Short and Long Essay

ReIS 5325 The Art of the Aztec Empire
3 credit(s); Credit will not be granted if credit has been received for: ANTH 5325;
Instructor: Afanador-Pujol, Angelica J
Description: Student may contact the instructor or department for information.

Respiratory Care (Rochester) University of Minnesota Rochester

Resp 3102 Respiratory Care Modalities and Equipment II
A-F only, 4 credit(s);
Instructor: King, Vanessa Lea
Description: Student may contact the instructor or department for information.

Resp 3202 Advanced Cardiopulmonary Physiology and Pathophysiology
A-F only, 3 credit(s);
Instructor: King, Vanessa Lea
Description: Student may contact the instructor or department for information.

Resp 3302 Clinical Practicum II
S-N only, 4 credit(s);
Instructor: King, Vanessa Lea
Description: Student may contact the instructor or department for information.

Resp 3402 Seminar in Respiratory Care II
A-F only, 1 credit(s);
Instructor: King, Vanessa Lea
Description: Student may contact the instructor or department for information.
Resp 3502 Clinical Research: Literature, Methodology, and Application  
A-F only, 3 credit(s);  
Instructor: King, Vanessa Lea  
Description: Student may contact the instructor or department for information.

Resp 4342 Clinical Practicum V: Advanced Respiratory Care  
S-N only, 3 credit(s);  
Instructor: King, Vanessa Lea  
Description: Student may contact the instructor or department for information.

Resp 4402 Clinical Practicum VI: Advanced Adult Respiratory Critical Care  
A-F only, 1 credit(s);  
Instructor: King, Vanessa Lea  
Description: Student may contact the instructor or department for information.

Resp 4502 Research Project II  
A-F only, 1 credit(s);  
Instructor: King, Vanessa Lea  
Description: Student may contact the instructor or department for information.

Resp 4602 Grand Rounds  
A-F only, 2 credit(s);  
Instructor: King, Vanessa Lea  
Description: Student may contact the instructor or department for information.

Retail Merchandising  240 McNeal Hall

RM 1201 Fashion, Ethics, and Consumption  
A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics  
Instructor: Mun, Jung Mee  
Description: Student may contact the instructor or department for information.

RM 2196 Work Experience in Retail Merchandising  
S-N only, 1-4 credit(s), max credits 8;  
Instructor: Johnson PhD, Kim KP  
Description: Student may contact the instructor or department for information.

RM 2196 Work Experience in Retail Merchandising  
S-N only, 1-4 credit(s), max credits 8;  
Instructor: Wu, Juanjuan  
Description: Student may contact the instructor or department for information.

RM 2196 Work Experience in Retail Merchandising  
S-N only, 1-4 credit(s), max credits 8;  
Instructor: Im, Hyunjoo  
Description: Student may contact the instructor or department for information.

RM 2196 Work Experience in Retail Merchandising  
S-N only, 1-4 credit(s), max credits 8;  
Instructor: Kim, Hye-Young  
Description: Student may contact the instructor or department for information.

RM 2215 Multichannel Retailing  
A-F only, 3 credit(s);  
Instructor: Im, Hyunjoo  
Description: Student may contact the instructor or department for information.

RM 3201 Career and Internship Preparation for Retail Merchandising  
A-F only, 1 credit(s);
Instructor: Rechtzigel, Dana Lee
Description: Student may contact the instructor or department for information.

RM 3243 Visual Merchandising
A-F only, 3 credit(s);
Instructor: Choi, Dooyoung
Description: Student may contact the instructor or department for information.

RM 4117W Retail Environments and Human Behavior
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Casto, Mary Alice
Description: Student may contact the instructor or department for information.

RM 4160H Honors Capstone Project
A-F only, 2 credit(s);
Instructor: Johnson PhD, Kim KP
Description: Student may contact the instructor or department for information.

RM 4160H Honors Capstone Project
A-F only, 2 credit(s);
Instructor: Wu, Juanjuan
Description: Student may contact the instructor or department for information.

RM 4160H Honors Capstone Project
A-F only, 2 credit(s);
Instructor: Im, Hyunjoo
Description: Student may contact the instructor or department for information.

RM 4160H Honors Capstone Project
A-F only, 2 credit(s);
Instructor: Kim, Hye-Young
Description: Student may contact the instructor or department for information.

RM 4193 Directed Study in Retail Merchandising
A-F only, 1-4 credit(s), max credits 8;
Instructor: Johnson PhD, Kim KP
Description: Student may contact the instructor or department for information.

RM 4193 Directed Study in Retail Merchandising
A-F only, 1-4 credit(s), max credits 8;
Instructor: Wu, Juanjuan
Description: Student may contact the instructor or department for information.

RM 4193 Directed Study in Retail Merchandising
A-F only, 1-4 credit(s), max credits 8;
Instructor: Im, Hyunjoo
Description: Student may contact the instructor or department for information.

RM 4193 Directed Study in Retail Merchandising
A-F only, 1-4 credit(s), max credits 8;
Instructor: Kim, Hye-Young
Description: Student may contact the instructor or department for information.

RM 4196 Internship in Retail Merchandising
S-N only, 2 credit(s);
Instructor: Johnson PhD, Kim KP
Description: Student may contact the instructor or department for information.

RM 4196 Internship in Retail Merchandising
RM 4196 Internship in Retail Merchandising
S-N only, 2 credit(s);
Instructor: Wu, Juanjuan
Description: Student may contact the instructor or department for information.

RM 4196 Internship in Retail Merchandising
S-N only, 2 credit(s);
Instructor: Im, Hyunjoo
Description: Student may contact the instructor or department for information.

RM 4196 Internship in Retail Merchandising
S-N only, 2 credit(s);
Instructor: Kim, Hye-Young
Description: Student may contact the instructor or department for information.

RM 4212W Dress, Society, and Culture
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Reiley, Kathryn Jeanette
Description: Student may contact the instructor or department for information.

RM 4212W Dress, Society, and Culture
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Kim, Angella J
Description: Student may contact the instructor or department for information.

RM 4217 International Retail Markets
A-F only, 3 credit(s); Meets CLE req of Global Perspectives
Instructor: Kim, Hye-Young
Description: This course is designed to provide exposure to a number of selected topics in the context of globalization. Students will also have the opportunity to extend their thinking regarding globalization to retail business. The basic content of this course will include: (a) an overview of the means of operating a retail business in foreign countries, with an emphasis on what makes international markets different from the U.S. market; (b) the effects of the socio-cultural systems within foreign countries on the conduct of retailing; (c) the major theories explaining international trade; (d) the dynamic interface between countries and firms attempting to conduct retailing on an international scale; and (e) strategic alternatives for global retail operations.
Style: 60% Lecture, 10% Film/Video, 10% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Web Based.
Grading: 20% mid exam, 20% final exam, 15% special projects, 15% quizzes, 20% written homework, 10% class participation.
Exam Format: multiple choice

RM 4247 Advanced Buying and Sourcing
A-F only, 3 credit(s);
Instructor: Kim, Hye-Young
Description: Student may contact the instructor or department for information.

Russian 320 Folwell Hall

Russ 1101 Beginning Russian I
5 credit(s); Credit will not be granted if credit has been received for: RUSS 4101;
Instructor: STAFF
Description: The beginning Russian course develops the four basic language skills—speaking, understanding, reading, and writing—in a balanced, highly integrated manner. Students do regularly assigned grammar exercises, listen to CD’s, and are required to participate in each class section. Active control of Russian structure is the principal criterion of evaluation.
Style: 30% Lecture, instructor guided oral exercises
Grading: 25% final exam, 70% quizzes, 5% other evaluation. oral exam
Exam Format: fill in, translation to Russian, open-ended response

Russ 1101 Beginning Russian I
5 credit(s); Credit will not be granted if credit has been received for: RUSS 4101;
Instructor: Williams, Denise Elizabeth
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is the first in a two-course sequence on Beginning Russian. Upon completion of the two courses, a student can expect to be able to pronounce Russian words with reasonable correctness; compose grammatically correct, simple, sentences; understand Russian as spoken conversationally; respond appropriately to common requests; and read everyday Russian with the aid of a dictionary. In order to speak Russian effectively, you would need to get practice speaking Russian with others.
Style: This is a printed correspondence section.
Grading: See attached syllabus
Exam Format: Supervised, in-person exams

Russ 1102 Beginning Russian II
5 credit(s);
1101 or equiv
Credit will not be granted if credit has been received for: RUSS 4102;
Instructor: Williams, Denise Elizabeth
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is the second in a two-course sequence on Beginning Russian. Upon completion of the two courses, a diligent student can expect to be able to pronounce Russian words with reasonable correctness; compose grammatically correct sentences; understand Russian as spoken conversationally; respond appropriately, if briefly, to common requests; and read everyday Russian with the aid of a dictionary. In order to speak Russian effectively, you would need to get practice speaking Russian with others.
Style: This is a printed correspondence section.
Grading: See attached syllabus
Exam Format: Supervised, in-person exams

Russ 1102 Beginning Russian II
5 credit(s);
1101 or equiv
Credit will not be granted if credit has been received for: RUSS 4102;
Instructor: Schweikert, Maria S
Description: Student may contact the instructor or department for information.

Russ 1102 Beginning Russian II
5 credit(s);
1101 or equiv
Credit will not be granted if credit has been received for: RUSS 4102;
Instructor: Walter, Ronald F.
Description: Student may contact the instructor or department for information.

Russ 1102 Beginning Russian II
5 credit(s);
1101 or equiv
Credit will not be granted if credit has been received for: RUSS 4102;
Instructor: Jahn, Gary R
Description:

Russ 3002 Intermediate Russian II
5 credit(s);
3001 or instr consent
Credit will not be granted if credit has been received for: RUSS 4104;
Instructor: Schweikert, Maria S
Description: Student may contact the instructor or department for information.

Russ 3002 Intermediate Russian II
5 credit(s);
3001 or instr consent
Credit will not be granted if credit has been received for: RUSS 4104;
Instructor: Walter, Ronald F.
Description: Student may contact the instructor or department for information.

Russ 3102 Advanced Russian II
4 credit(s);
Instructor: Schweikert, Maria S
Description: In this course, RUSS 3102 (Advanced level), we continue studying the grammar more in depth, read stories, watch documentaries and feature films. Students write about 3 short essays on the stories we read during a semester, and a longer end-of-semester final essay on a movie we watch together. These essays are graded. We also have chapter tests/quizzes. The class is conducted mostly in Russian. Students carry on conversations in groups of 2-3 on given topics. Occasionally, they give short oral reports on current events. Class time: 10% lecture, 30% small group activities, 10% film/video, 10% student presentation, 20% interactive exercises, 20% discussion. Grade: 70% tests (4-5), compositions (2-3 per semester, min. 2 pages per comp.), 20% final essay, 10% attendance and class participation. Workload: weekly grammar - 15 pp., reading stories 5-10 pp. per week, homework assignments (Workbook)
Russ 3311 Russian Major Project
A-F only, 3 credit(s); Advanced Russian major Credit will not be granted if credit has been received for: RUSS 3311H;
Instructor: STAFF
Description: This 3-credit course is designed for and required of all students majoring in Russian, except for Honors students (see Russ 3312). It consists of writing a research paper of no less than 20 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to use secondary sources (critical and scholarly literature) appropriately, and the ability to analyze and present arguments effectively. Unacceptable projects include book reports, plot summaries, or translations. The project should be linked to the student's course work within the Russian major, i.e. the student should have some academic background in a particular area before undertaking to write a paper in that area. The language of the paper should be English. The paper should, however, present evidence of appropriate use of Russian-language sources.

Russ 3311H Honors Major Project in Russian
A-F only, 3-4 credit(s), max credits 4, 1 completion allowed; Advanced Russian major Credit will not be granted if credit has been received for: RUSS 3311;
Instructor: STAFF
Description: This course is designed for and required of all Honors students majoring in Russian. It consists of writing a research paper of no less than 35 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Candidates for summa cum laude need three faculty readers, one of who should be outside the Russian department. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to analyze, and to present arguments effectively. Unacceptable projects include book reports, plot summaries, or translations. The project should, in some way, be linked to the student's course work within the Russian major, i.e., the student should have some academic background in a particular area of study before undertaking to write a paper in that area. The language of the paper should be English. The paper should present evidence of appropriate use of Russian-language sources.
Style: 25% Discussion, guided research
Grading: 100% other evaluation. finished research paper

Russ 3407 Stories and Plays of Anton Chekhov in Translation
3 credit(s); Credit will not be granted if credit has been received for: RUSS 5407;
Instructor: Polakiewicz, Leonard Anthony
Description: This course is devoted to the study of literary devices, ideas and themes in 23 stories and 4 major plays by Anton Chekhov—one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.
Style: 60% Lecture, 40% Discussion.
Grading: 20% mid exam, 30% final exam, 30% reports/papers, 20% class participation.
Exam Format: Essay

Russ 3411 Dostoevsky in Translation
3 credit(s); Credit will not be granted if credit has been received for: RUSS 5411;
Instructor: Jahn, Gary R
Description: This course provides a survey of the literary career of Fyodor Mikhailovich Dostoevsky (1821-1881), one of the greatest of the nineteenth-century Russian writers. A portion of the course will be devoted to lectures concerning Dostoevsky's biography and literary career. Most of the course, however, will be devoted to the detailed discussion of the required readings. These will include Poor Folk, Notes from Underground, Crime and Punishment, The Possessed, and The Brothers Karamazov. There will be two examinations (mid-term and final) of the essay type. Students enrolled for Russ 5411 must write a 12-15 page research paper on a subject mutually agreed to by themselves and the instructor; students enrolled in Russ 3411 are not obliged to write such a paper.
Style: 20% Lecture, 80% Discussion.
Grading: 25% mid exam, 50% final exam, 25% class participation.
Exam Format: essay

Russ 3422 Literature: Tolstoy to the Present in Translation
3 credit(s); Credit will not be granted if credit has been received for: RUSS 5422; Meets CLE req of Literature
Instructor: Walter, Ronald F.
Description: The course is divided into two halves: during the first half (before spring break) we will read selected short
works, mostly stories, of Tolstoy and Chekhov. After spring break and till the end of the semester we will read three novels: Solzhenitsyn’s Cancer Ward, Bulgakov’s Master and Margarita, and Pasternak’s Doctor Zhivago. The course as a whole may be seen as an exploration of the organic literary worldviews, the "gospels," so to speak, of each author, to wit, Tolstoy: the immediate awareness of death releases consciousness; Chekhov: humankind is made of one substance; Solzhenitsyn: male liberation is found in transcending the feminine principle; Bulgakov: putative evil unwittingly performs good; and Pasternak: Truth is found in the individuation conferred by Christian freedom. There will be take-home essays to write for both the mid-term and the final exams. The workload consists mostly of about six hours of reading for each Tuesday evening session. A course paper is optional.

Russ 3993 Directed Studies
1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to undergraduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated; preference is given to students in the final year of completing their Russian major. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.

Russ 4102 Beginning Russian II
3 credit(s);4101, [fourth sem course in another language or grad student]Credit will not be granted if credit has been received for: RUSS 1102;
Instructor: Schweikert,Maria S
Description: Student may contact the instructor or department for information.

Russ 4102 Beginning Russian II
3 credit(s);4101, [fourth sem course in another language or grad student]Credit will not be granted if credit has been received for: RUSS 1102;
Instructor: Walter,Ronald F.
Description: Student may contact the instructor or department for information.

Russ 4102 Beginning Russian II
3 credit(s);4101, [fourth sem course in another language or grad student]Credit will not be granted if credit has been received for: RUSS 1102;
Instructor: Jahn,Gary R
Description: 

Russ 4104 Intermediate Russian II
3 credit(s);4103, [fourth sem course in another language or grad student]Credit will not be granted if credit has been received for: RUSS 3002;
Instructor: Schweikert,Maria S
Description: Student may contact the instructor or department for information.

Russ 4104 Intermediate Russian II
3 credit(s);4103, [fourth sem course in another language or grad student]Credit will not be granted if credit has been received for: RUSS 3002;
Instructor: Walter,Ronald F.
Description: Student may contact the instructor or department for information.

Russ 5407 Stories and Plays of Anton Chekhov in Translation
3 credit(s);Credit will not be granted if credit has been received for: RUSS 3407;
Instructor: Polakiewicz,Leonard Anthony
Description: This course is devoted to the study of literary devices, ideas and themes in 23 stories and 4 major plays by Anton Chekhov—one of the world’s greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov’s works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.
Style: 60% Lecture, 40% Discussion.
Grading: 20% mid exam, 30% final exam, 30% reports/papers, 20% class participation.
Exam Format: Essay
Russ 5411 Dostoevsky in Translation
3 credit(s); Credit will not be granted if credit has been received for: RUSS 3411;
Instructor: Jahn, Gary R
Description: This course provides a survey of the literary career of Fyodor Mikhailovich Dostoevsky (1821-1881), one of the greatest of the nineteenth-century Russian writers. A portion of the course will be devoted to lectures concerning Dostoevsky's biography and literary career. Most of the course, however, will be devoted to the detailed discussion of the required readings. These will include Poor Folk, Notes from Underground, Crime and Punishment, The Possessed, and The Brothers Karamazov. There will be two examinations (mid-term and final) of the essay type. Students enrolled for Russ 5411 must write a 12-15 page research paper on a subject mutually agreed to by themselves and the instructor; students enrolled in Russ 3411 are not obliged to write such a paper.
Style: 20% Lecture, 80% Discussion.
Grading: 25% mid exam, 50% final exam, 25% class participation.
Exam Format: essay

Russ 5422 Literature: Tolstoy to the Present in Translation
3 credit(s); Credit will not be granted if credit has been received for: RUSS 3422;
Instructor: Walter, Ronald F.
Description: The course is divided into two halves: during the first half (before spring break) we will read selected short works, mostly stories, of Tolstoy and Chekhov. After spring break and till the end of the semester we will read three novels: Solzhenitsyn's Cancer Ward, Bulgakov's Master and Margarita, and Pasternak's Doctor Zhivago. The course as a whole may be seen as an exploration of the organic literary worldviews, the "gospels," so to speak, of each author, to wit, Tolstoy: the immediate awareness of death releases consciousness; Chekhov: humankind is made of one substance; Solzhenitsyn: male liberation is found in transcending the feminine principle; Bulgakov: putative evil unwittingly performs good; and Pasternak: Truth is found in the individuation conferred by Christian freedom. There will be take-home essays to write for both the mid-term and the final exams. The workload consists mostly of about six hours of reading for each Tuesday evening session. A course paper is required.

Russ 5993 Directed Studies
1-4 credit(s), max credits 16, 4 completions allowed;
Instructor: STAFF
Description: The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to advanced undergraduate and graduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated, preference is given to students in their final year of the Russian major and to graduate students in Russian Area Studies. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.
Style: guided research and discussion
Grading: 100% other evaluation. student's work evaluated on the basis of variable course criteria

Scandinavian 320 Folwell Hall

Scan 3501W Scandinavian Culture Past and Present
3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive
Instructor: Zmijewska-Emerson, Hanna
Description: Cultural, social, and political developments; principal views and core values; major cultural figures; Scandinavian mentality. Readings in translation for non-majors. Invited lectures on central topics within selected areas of study. This writing intensive course introduces undergrads to cultural, social and political developments in Scandinavia past and present. It outlines the region's most distinctive physical and historical features, circumscribes some of its principal views and values, investigates a selection of its major cultural and political figures and institutions, and discusses national identity and popular mentality in the five countries. Migration and other transnational challenges and opportunities facing Scandinavia now will be considered historically as part of the area's cultural make-up. In its view of Scandinavian culture, the course brings together such diverse cultural artifacts as literary texts, musical and pictorial art, architectural design, national character, historical symbols, political events, and social myths. The emphasis of the course is on Scandinavian culture in the 20th century, but there is ample evidence that the past has informed both modern and postmodern developments and that societal mores in Scandinavia from the time of the Vikings have contributed to myths/conceptions of state and society as one big family, a welfare state called the ?people?s home.? Altogether, the cultural construction of the North is a key course objective.

Scan 3503 Scandinavian Folklore
3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature
Instructor: Norrman, Lena Elisabeth
Once upon a time there was a? If you like trolls, witches, giants, princes, and princesses; this is the course for you! Learn about folktales, fairytales, and legends; get to know how even the youngest, weakest and poorest can succeed and win the prince or the princess, half the kingdom, and live happily ever after. We will read Norwegian folk- and fairytales and Scandinavian Folk Belief and Legend. We will also look at the modern Scandinavian Urban Legends and explore themes expressing the view of society in these legends. This course is designed for both lower- and upper-division undergraduates. All the readings will be in English, and we will examine different scholarly approaches to interpreting the tales and the legends. The course will consist of a mixture of lecture and small group discussions; there will be two short papers, but no exams. Little Lucy Goosey-Girl, All Black and All White, and Mophead would like you to get to know them. See you in class!

Scan 3993 Directed Studies
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Scan 5710 Topics in Old Norse Literature: Saga Reading and Analysis
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Grimstad, Kaaren E
Description: The course will focus on reading, translating and analysis of Hrafnkels saga in the Old Norse textbook by Gordon. For class discussions students will be asked to evaluate a sampling of the scholarship on this saga that has accumulated over the last 60 years.
Style: 75% Discussion, 25% Small Group Activities.
Grading: 60% reports/papers, 20% in-class presentation, 20% class participation.

Scan 5993 Directed Studies
1-4 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Second Language Studies 214 Nolte Center

SLS 3001 Basics in Teaching English as a Second Language
A-F only, 4 credit(s);
Instructor: STAFF
Description: SLS 3001W is a four-credit liberal education course that combines a service learning internship with classroom lectures, discussions, group work, and experiential activities to introduce students to theoretical and conceptual foundations of language pedagogy and prepare students for teaching ESL in post-secondary or community programs. The course is writing intensive and also requires students to actively participate in discussions, reflect on their internship experiences, and produce written reports and oral presentations that demonstrate their developing understanding of core issues in the field of TESL. As a liberal education core course, SLS 3001W expects students to learn concepts and theories available to the field, but also to critically evaluate the evidence supporting different theoretical stances. Rather than looking for the right answer, you should consider a variety of perspectives and weigh their strengths and weaknesses. Throughout the semester in our discussion, class work, projects, reflective journals, and presentations, remember that an important part of your development as a second language professional is to be able to consider all of the aspects of language teaching- teacher role, student role, pedagogical theories and methods, student learning background, learning environment, the role of culture, etc.- in order to begin to make good decisions in the classroom.
Style: 30% Lecture, 40% Discussion, 30% Laboratory.
Grading: 25% reports/papers, 25% quizzes, 5% attendance, 15% reflection paper, 5% in-class presentation, 25% other evaluation. Other evaluation: 10% Swap shop presentations (2), 15% Internship
Exam Format: Short answer, essay

SLS 3401 Introduction to Pronunciation and Grammar for ESL Teachers
A-F only, 4 credit(s);
Instructor: STAFF
Description: SLS 3401 introduces English language analysis with key concepts and theories in (a) the English pronunciation system, and (b) English grammar. Rather than providing an exhaustive treatment of these areas, the course
will examine a number of issues within each and explore the way ESL textbooks and instructors advance ESL learners’ language proficiency in these areas. The primary aim is to help you learn the foundations of these concepts, but more importantly, give you the language and techniques to teach these areas to second language learners. This course assumes no prior background in the study of English grammar or pronunciation, but the more experience you have had working with second language learners, the more intuitive you will find the principles to be as you learn in this course. Course activities are designed to develop your knowledge and skills to (a) help ESL/EFL learners use grammar and pronunciation as a resource to express meaning, (b) identify ESL/EFL learners’ grammar and pronunciation errors, and (c) explain correct grammar and pronunciation forms in a practical and meaningful way. At the end of the course, you should be able to answer typical ESL learner questions and effectively address typical learner errors. Students should also gain a better understanding of best practices in regards to teaching and learning grammar and pronunciation in ESL/EFL contexts. The knowledge gained from this course should begin to prepare you for effective ESL/EFL instruction and more advanced study at the graduate level.

**Style:** 30% Lecture, 25% Discussion, 25% Small Group Activities, 20% Student Presentation.

**Grading:** 20% reports/papers, 30% quizzes, 5% attendance, 20% in-class presentation, 5% class participation, 20% other evaluation. Other evaluation: curriculum development project

---

### SLS 5993 Directed Studies

1-4 credit(s), max credits 9, 9 completions allowed;

**Instructor:** Tarone, Elaine E

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

---

### Security Technologies  
West Bank Office Building

#### ST 8200 Special Topics in Security Technologies

A-F only, 0.5 credit(s);

**Instructor:** Isle, Brian Archer

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

#### ST 8220 Vulnerability, Risk and Threat Assessment and Management

A-F only, 3 credit(s);

**Instructor:** Marcus, Alfred A

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

#### ST 8441 Internship (optional)

A-F only, 0.5 credit(s), max credits 1;

**Instructor:** Isle, Brian Archer

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

#### ST 8512 Partnership in Conflict Management: Security/Privacy Law, Social Responsibility and Ethics

A-F only, 2 credit(s);

**Instructor:** Kasprisin, Kenneth Step

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

#### ST 8620 Capstone

A-F only, 0.5-2 credit(s), max credits 2, 1 completion allowed;

**Instructor:** Amin, Massoud

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

---

### Social Work  
105 Peters Hall

#### SW 1001 Introduction to the World of Social Work: A Global Perspective

3 credit(s);

**Instructor:** Witt, Jennifer Lynn

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

#### SW 1905 Freshman Seminar: High School: moments, memories and meanings

2 credit(s), max credits 6;

**Instructor:** Baizerman, Michael Leon

**Description:** Student may contact the instructor or department for information.
SW 1910W Freshmen Seminar
2 credit(s), max credits 6; Meets CLE req of Writing Intensive
Instructor: VeLure Roholt, Ross Ronald
Description: Student may contact the instructor or department for information.

SW 2501W Introduction to Social Justice
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Fisher, Colleen
Description: This course is designed as an introduction to the study of Intimate Partner Violence (IPV) in the adult population. It will introduce students to current theories, research, and prevention practice in the area of family violence. The content of the course focuses on current theories, research and policies on violence against women (battering, sexual assault, stalking), child maltreatment (physical and sexual abuse, emotional abuse, neglect) and abuse of vulnerable adults (elderly, non-elderly vulnerable populations). This course is designed to meet the social science diversified core requirement of the University's Liberal Education Requirement. There are no prerequisites for this course, it is open to all undergraduates and serves as the first required course in the Family Violence Prevention Minor. Other required courses in the Minor cover prevention, intervention and gender violence in global perspectives. As such, this course will emphasize theories, research and policies with a focus on family violence against child and adults in North America.
Style: 25% Lecture, 10% Film/Video, 25% Discussion, 10% Demonstration, 10% Field Trips, 20% Guest Speakers.
Grading: 15% mid exam, 20% final exam, 10% special projects, 20% written homework, 15% reflection paper, 20% class participation. Written Homework=online assignments.

SW 3701 Introduction to Child Maltreatment: Intervention and Prevention
3 credit(s);
Instructor: STAFF
Description: This course is designed as an introduction to the study of family violence across the lifespan. It will introduce students to history, current theories, research, and policies in the areas of child maltreatment and the larger domain of family violence. The content of the course focuses on current theories, research and policies on violence against women (battering, sexual assault, stalking), child maltreatment (physical and sexual abuse, emotional abuse, neglect) and abuse of vulnerable adults (elderly, non-elderly vulnerable populations). This course is an introduction to the topic. It will give students a basic overview of the issues across types of family violence intervention and prevention and how societies have responded through public policy. The course will also integrate issues of gender, race, culture, age, physical ability, and sexual orientation throughout our examination of these topics. This course is designed to meet the social science diversified core requirement of the University's Liberal Education Requirement. There are no prerequisites for this course, it is open to all undergraduates and serves as the first required course in the Family Violence Prevention Minor. Other required courses in the Minor cover prevention, intervention and gender violence in global perspectives. As such, this course will focus on prevention and intervention practices with a focus on family violence against adults in North America.
Style: 25% Lecture, 10% Film/Video, 25% Discussion, 25% Small Group Activities, 25% Student Presentation, 15% Service Learning.
Grading: 15% mid exam, 15% final exam, 20% special projects, 20% reflection paper, 15% class participation, 15% other evaluation. Other Evaluation: service learning. Exam Format: Take-home.

SW 3702 Introduction to Adult Intimate Partner Violence: Intervention and Prevention
3 credit(s);
Instructor: STAFF
Description: This course is designed as an introduction to the study of Intimate Partner Violence (IPV) in the adult population. It will introduce students to current theories, research, and prevention practice in the area of family violence. The content of the course focuses on the intervention and prevention of intimate partner violence, including preventing violence against women (battering, sexual assault, stalking) and abuse of vulnerable adults (elderly, non-elderly vulnerable populations) within the United States. A major emphasis in this course will be on prevention of adult IPV and social interventions aimed at ending violence in families once it occurs. This includes direct work with victims of abuse, assailants, and their families as well as community-level and policy interventions. The course will also integrate issues of gender, race, culture, age, physical ability, socio-economic status, and sexual orientation throughout our examination of these topics. This course is open to all undergraduates and serves as a required course in the Family Violence Prevention Minor. Because other required courses in the Minor cover child maltreatment and gender violence in global perspectives, this course will emphasize prevention and intervention practices with a focus on family violence against adults in North America.
SW 3703 Gender Violence in Global Perspective
   3 credit(s);
   Instructor: STAFF
   Description: This course examines gender violence in its multiple forms from a global perspective. An introduction to the history of violence against women, current theories and research on the causes of violence in intimate relationships, past and current responses, and interventions and prevention models to address this worldwide problem will be discussed. Understanding the multiple approaches for addressing gender violence will provide students the knowledge to describe culturally competent intervention and prevention strategies.
   Style: 20% Film/Video, 25% Discussion, 15% Small Group Activities, 15% Field Trips, 25% Guest Speakers.
   Grading: 50% reports/papers, 25% attendance, 25% reflection paper.

SW 4501 Senior Seminar in Social Justice
   A-F only, 4 credit(s);
   Instructor: Karcher-Ramos,Muneer
   Description: Student may contact the instructor or department for information.

SW 5802 Social Welfare History
   A-F only, 1 credit(s);
   Instructor: Morrissey,Megan Harrison
   Description: Student may contact the instructor or department for information.

SW 5802 Social Welfare History
   A-F only, 1 credit(s);
   Instructor: Moone,Rajean Paul
   Description: Student may contact the instructor or department for information.

SW 5810 Seminar: Special Topics: Grief & Loss
   1 credit(s), max credits 10, 3 completions allowed;
   Instructor: Remke,Stacy S
   Description: Student may contact the instructor or department for information.

SW 5810 Seminar: Special Topics
   1 credit(s), max credits 10, 3 completions allowed;
   Instructor: Cutter-Wilson,Beth Mary
   Description: Student may contact the instructor or department for information.

SW 5903 Substance Abuse and Social Work
   2 credit(s);
   Instructor: Zuel,Timothy Brett
   Description: Student may contact the instructor or department for information.

SW 5904 Facilitation & Conflict Mgmt: Humanistic Approach
   2 credit(s);
   Instructor: Umbreit,Mark S
   Description: Student may contact the instructor or department for information.

SW 5905 Permanency in Child Welfare
   2 credit(s);
   Instructor: Kim,JaeRan
   Description: Student may contact the instructor or department for information.

SW 5906 Advanced Ethical Decision Making
   1 credit(s);
   Instructor: Jones,Linda E
Description: Student may contact the instructor or department for information.

**SW 5909 Social Work With Involuntary Clients**
- 2 credit(s);
- Instructor: Rooney, Ronald H
Description: This is a blended learning course with 4 in person sessions and 10 on-line weeks. It has been useful for students from across programs and fields that work with clients or persons who have contacts with a professional under pressure.
Style: 20% Lecture, 10% Film/Video, 10% Discussion, 20% Small Group Activities, 5% Student Presentation, 5% Guest Speakers, 30% Web Based. 4 in person sessions; 10 on line weeks including one required chat
Grading: 20% mid exam, 15% quizzes, 40% written homework, 5% attendance, 10% reflection paper, 10% class participation.

**SW 8010 Seminar: Field Practicum I**
- S-N only, 1-8 credit(s), max credits 8;
- Instructor: Perrin, Dave
Description: Student may contact the instructor or department for information.

**SW 8010 Seminar: Field Practicum I**
- S-N only, 1-8 credit(s), max credits 8;
- Instructor: Maxwell, William Stephen
Description: Student may contact the instructor or department for information.

**SW 8010 Seminar: Field Practicum I**
- S-N only, 1-8 credit(s), max credits 8;
- Instructor: Gilbert, MJ
Description: Student may contact the instructor or department for information.

**SW 8010 Seminar: Field Practicum I**
- S-N only, 1-8 credit(s), max credits 8;
- Instructor: Mendez, Melissa Ann Batalden
Description: Student may contact the instructor or department for information.

**SW 8010 Seminar: Field Practicum I**
- S-N only, 1-8 credit(s), max credits 8;
- Instructor: Presslein MSW, LICSW, Heidi M.
Description: Student may contact the instructor or department for information.

**SW 8010 Seminar: Field Practicum I**
- S-N only, 1-8 credit(s), max credits 8;
- Instructor: Gensheimer, Linda Christine
Description: Student may contact the instructor or department for information.

**SW 8020 Field Practicum II**
- S-N only, 1-6 credit(s), max credits 6;
- Instructor: Maxwell, William Stephen
Description: Student may contact the instructor or department for information.

**SW 8020 Field Practicum II**
- S-N only, 1-6 credit(s), max credits 6;
- Instructor: Gilbert, MJ
Description: Student may contact the instructor or department for information.

**SW 8020 Field Practicum II**
- S-N only, 1-6 credit(s), max credits 6;
- Instructor: Mendez, Melissa Ann Batalden
Description: Student may contact the instructor or department for information.
Instructor: Presslein MSW,LICSW, Heidi M.
Description: Student may contact the instructor or department for information.

SW 8020 Field Practicum II
S-N only, 1-6 credit(s), max credits 6;
Instructor: Walthour, Kate Ann
Description: Student may contact the instructor or department for information.

SW 8030 Advanced Standing Social Work Practicum
S-N only, 1-8 credit(s), max credits 8;
Instructor: Perrin, Dave
Description: Student may contact the instructor or department for information.

SW 8030 Advanced Standing Social Work Practicum
S-N only, 1-8 credit(s), max credits 8;
Instructor: Maxwell, William Stephen
Description: Student may contact the instructor or department for information.

SW 8030 Advanced Standing Social Work Practicum
S-N only, 1-8 credit(s), max credits 8;
Instructor: Gilbert, MJ
Description: Student may contact the instructor or department for information.

SW 8030 Advanced Standing Social Work Practicum
S-N only, 1-8 credit(s), max credits 8;
Instructor: Mendez, Melissa Ann Batalden
Description: Student may contact the instructor or department for information.

SW 8030 Advanced Standing Social Work Practicum
S-N only, 1-8 credit(s), max credits 8;
Instructor: Presslein MSW, LICSW, Heidi M.
Description: Student may contact the instructor or department for information.

SW 8030 Advanced Standing Social Work Practicum
S-N only, 1-8 credit(s), max credits 8;
Instructor: Gensheimer, Linda Christine
Description: Student may contact the instructor or department for information.

SW 8041 Specialized Field Placement
S-N only, 1-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Maxwell, William Stephen
Description: Student may contact the instructor or department for information.

SW 8154 Organizations and Policy Advocacy
A-F only, 1 credit(s);
Instructor: Reinardy, James Robert
Description: Student may contact the instructor or department for information.

SW 8154 Organizations and Policy Advocacy
A-F only, 1 credit(s);
Instructor: Sugrue, Erin Patricia
Description: Student may contact the instructor or department for information.

SW 8261 Advanced Social Work Practice in Health Care
A-F only, 2 credit(s);
Instructor: Remke, Stacy S
Description: Student may contact the instructor or department for information.

SW 8263 Advanced Direct Practice and Community-Based Interventions in Gerontology
A-F only, 2 credit(s);
Instructor: Lee, Hee Yun
Description: Student may contact the instructor or department for information.

SW 8351 Advanced Practice I: Families and Children
A-F only, 4 credit(s);
Instructor: Dodge, Liz M
Description: Student may contact the instructor or department for information.

SW 8351 Advanced Practice I: Families and Children
A-F only, 4 credit(s);
Instructor: Hoy, Judith M
Description: Student may contact the instructor or department for information.

SW 8352 Advanced Practice II: Families and Children
A-F only, 2 credit(s);
Instructor: Wilcox, Carole Claire
Description: Student may contact the instructor or department for information.

SW 8362 Social Work Interventions With Families
A-F only, 2 credit(s);
Instructor: Hoy, Judith M
Description: Student may contact the instructor or department for information.

SW 8363 Social Work in Child Welfare
A-F only, 2 credit(s);
Instructor: LaLiberte PhD, Traci Lee
Description: Student may contact the instructor or department for information.

SW 8363 Social Work in Child Welfare
A-F only, 2 credit(s);
Instructor: Snyder, Elizabeth Marita
Description: Student may contact the instructor or department for information.

SW 8451 Assessment and Engagement in Clinical Social Work Practice
A-F only, 4 credit(s);
Instructor: Aby, Martha Jane
Description: Student may contact the instructor or department for information.

SW 8451 Assessment and Engagement in Clinical Social Work Practice
A-F only, 4 credit(s);
Instructor: Lewis-Dmello, Angela Kate
Description: Student may contact the instructor or department for information.

SW 8452 Core Concepts in Clinical Social Work Practice
A-F only, 2 credit(s);
Instructor: Stiber, Jill M
Description: Student may contact the instructor or department for information.

SW 8461 Advanced Clinical Social Work Practice with Adults
A-F only, 2 credit(s);
Instructor: Kent, Joshua Morris
Description: Student may contact the instructor or department for information.

SW 8461 Advanced Clinical Social Work Practice with Adults
A-F only, 2 credit(s);
Instructor: Stiber, Jill M
Description: Student may contact the instructor or department for information.
SW 8462 Advanced Clinical Practice With Children and Adolescents
A-F only, 2 credit(s);
Instructor: Gearly PhD, Anne R
Description: Student may contact the instructor or department for information.

SW 8462 Advanced Clinical Practice With Children and Adolescents
A-F only, 2 credit(s);
Instructor: Nietz, Lauren Wilson
Description: Student may contact the instructor or department for information.

SW 8551 Advanced Community Practice: Assessment, Organizing, and Advocacy
A-F only, 4 credit(s);
Instructor: Lightfoot, Elizabeth Bradford
Description: Student may contact the instructor or department for information.

SW 8562 Human Services Finances
2 credit(s);
Instructor: Cain, Therese Marie
Description: Student may contact the instructor or department for information.

SW 8563 Advanced Policy Advocacy
A-F only, 2 credit(s);
Instructor: Carlson, Juliana M
Description: Student may contact the instructor or department for information.

SW 8804 Child Welfare Policy
A-F only, 2 credit(s);
Instructor: Kincaid, Tamara
Description: Student may contact the instructor or department for information.

SW 8805 Aging and Disability Policy
A-F only, 2 credit(s);
Instructor: Moone, Rajean Paul
Description: Student may contact the instructor or department for information.

SW 8806 Health and Mental Health Policy
A-F only, 2 credit(s);
Instructor: Jones, Linda E
Description: Student may contact the instructor or department for information.

SW 8806 Health and Mental Health Policy
A-F only, 2 credit(s);
Instructor: Brewster, Josh
Description: Student may contact the instructor or department for information.

SW 8807 International and Comparative Social Welfare Policy
A-F only, 2 credit(s);
Instructor: Simmelink, Jennifer
Description: Student may contact the instructor or department for information.

SW 8842 Advanced Social Work Evaluation
A-F only, 1-3 credit(s), max credits 6;
Instructor: Remke, Stacy S
Description: Student may contact the instructor or department for information.

SW 8842 Advanced Social Work Evaluation
A-F only, 1-3 credit(s), max credits 6;
Instructor: Kincaid, Tamara
Description: Student may contact the instructor or department for information.
SW 8842 Advanced Social Work Evaluation
A-F only, 1-3 credit(s), max credits 6;
Instructor: Menanteau,Dario
Description: Student may contact the instructor or department for information.

SW 8842 Advanced Social Work Evaluation
A-F only, 1-3 credit(s), max credits 6;
Instructor: Jones,Linda E
Description: Student may contact the instructor or department for information.

SW 8842 Advanced Social Work Evaluation
A-F only, 1-3 credit(s), max credits 6;
Instructor: Semanchin Jones,Annette Marie
Description: Student may contact the instructor or department for information.

SW 8842 Advanced Social Work Evaluation
A-F only, 1-3 credit(s), max credits 6;
Instructor: Sugrue,Erin Patricia
Description: Student may contact the instructor or department for information.

SW 8855 Social Policy Formulation and Analysis
A-F only, 3 credit(s);
Instructor: Lightfoot,Elizabeth Bradford
Description: Student may contact the instructor or department for information.

SW 8872 Social Work Research Seminar II
A-F only, 3 credit(s);
Instructor: Kivnick,Helen Quintessa
Description: Student may contact the instructor or department for information.

SW 8875 Research Practicum
S-N only, 2 credit(s), max credits 6, 3 completions allowed;
Instructor: Lightfoot,Elizabeth Bradford
Description: Student may contact the instructor or department for information.

SW 8901 Assessment and Treatment of Trauma
2 credit(s);
Instructor: Shannon,Patricia Jean
Description: Student may contact the instructor or department for information.

SW 8901 Assessment and Treatment of Trauma
2 credit(s);
Instructor: Keefe,Daniel A
Description: Student may contact the instructor or department for information.

SW 8902 Social Work Supervision, Consultation, and Leadership
2 credit(s);
Instructor: Gensheimer,Linda Christine
Description: Student may contact the instructor or department for information.

Social and Administrative Pharmacy  7-155 Weaver-Densford Hall

SAPh 5610 Pharmacoepidemiology
A-F only, 3 credit(s);
Instructor: Schommer,Jon C
Description: Student may contact the instructor or department for information.

SAPh 8100 Seminar
A-F only, 1 credit(s), max credits 8, 8 completions allowed;
SAPh 8173 Principles and Methods of Implementing Research
3 credit(s); Two grad stat courses
Credit will not be granted if credit has been received for: NURS 8173;
Instructor: Gross, Cynthia R
Description: Student may contact the instructor or department for information.

SAPh 8200 Research Problems
1-8 credit(s), max credits 16, 16 completions allowed;
Instructor: Skaar, Debra Jane
Description: Student may contact the instructor or department for information.

SAPh 8420 Social and Behavioral Aspects of Pharmacy Practice
A-F only, 3 credit(s);
Instructor: Gaither, Caroline A
Description: Student may contact the instructor or department for information.

SAPh 8500 Pharmacy and Its Environment
A-F only, 3 credit(s);
Instructor: Hadsall, Ronald S
Description: Student may contact the instructor or department for information.

SAPh 8840 Social Measurement
A-F only, 3 credit(s);
Instructor: Hadsall, Ronald S
Description: Student may contact the instructor or department for information.

Sociology 909 Social Sciences Tower

Soc 1001 Introduction to Sociology
4 credit(s); Soc majors/minors must register A-F
Credit will not be granted if credit has been received for: SOC 1011V; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Gerteis, Joseph Howard
Description: This course is an introduction to the field of sociology. Sociology is the study of human actions and social relations, and the broader patterns of social order that result from them. The course is organized in three parts: we first study social identity and interaction, then how social institutions shape the world we live in. The final section of the course is devoted to understanding how the social world changes. The course involves lecture and lab/discussion sections. Lectures are designed to introduce you to the central ideas and theories of the field and to extend and develop the concepts introduced in reading. Labs allow smaller groups to discuss and apply these ideas more concretely.
Style: 60% Lecture, 10% Discussion, 10% Laboratory.
Grading: 50% mid exam, 30% final exam, 5% quizzes, 5% attendance, 10% class participation.

Soc 1001 Introduction to Sociology
4 credit(s); Soc majors/minors must register A-F
Credit will not be granted if credit has been received for: SOC 1011V; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Van Oort, Madison L
Description: In this class, we will explore some of the foundational theories, methods, and research questions that undergird both classical and contemporary sociology. Throughout this semester, we will contemplate the dynamic relationship between individual agency and social structure, identity and inequality, and power and social change. The reading will consist of a few books in their entirety, which will allow exploration of specific sociological questions in depth, as well as supplementary articles, which will help contextualize the books in broader sociological and interdisciplinary debates. The primary goal of these explorations is to become well versed in basic sociological concepts and ideas while also developing tools that allow us to approach the social world and social research with a critical lens.
Style: 60% Lecture, 20% Film/Video, 10% Discussion, 5% Small Group Activities, 5% Guest Speakers.

Soc 1001 Introduction to Sociology
4 credit(s); Soc majors/minors must register A-F
Credit will not be granted if credit has been received for: SOC 1011V; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Krausch, Meg
Soc 1011V Honors: Introduction to Sociology
A-F only, 4 credit(s); honors
Credit will not be granted if credit has been received for: SOC 1001; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Gerteis, Joseph Howard
Description: Sociology is the study of human social interactions and the broader patterns of social order that result from them. This course provides an introduction to the field by examining the foundations of social order, the social institutions that we have to deal with every day (including our educational, legal and stratification systems), and possibilities for social change. This honors section also provides an opportunity for more intensive discussion and for hands-on learning with original field research projects.
Style: 50% Lecture, 30% Discussion, 20% Small Group Activities.
Grading: 20% mid exam, 20% final exam, 30% special projects, 20% quizzes, 10% class participation.
Exam Format: short answer, essay

Soc 1641 Social Justice and Ethical Decision Making
A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Dingel, Molly J.
Description: Utilizes foundational sociological concepts to systematically explore the role of policies, regulations, values, norms, and social structures in reinforcing or undermining inequality. Students will exercise decision-making in the context of ethical dilemmas regarding inequality, stratification, research ethics, and biomedical ethics.

Soc 1905 Freshman Seminar: Crime, Law, and Deviance
A-F only, 3 credit(s);
Instructor: Ferrales, Gabrielle
Description: This seminar course will provide students with a critical understanding of the nature and extent of crime and deviance in contemporary society. We will trace the origins of theories of crime and deviance, examining the underlying assumptions of each theory, its major contributions, and important empirical findings. This course emphasizes the social construction and societal responses to crime and deviance which include the development and enforcement of laws designed to control crime; the informal labeling of individuals and groups as deviant; the relationship between race, gender, and social class; and the intersections of these forms of inequality on the formal and informal labeling processes. Focusing on contemporary sociological theories of crime against a background of the classical ideas within the field, this course will provide undergraduates with an opportunity to engage with the most current debates, examining a diverse range of topics including: racial profiling and inequality in the U.S. criminal justice system; international human rights violations and the use of torture in times of war; and understanding the sources of the disparate effects of criminal justice policy on women.
Style: 30% Lecture, 5% Film/Video, 45% Discussion, 15% Small Group Activities, 5% Student Presentation.
Grading: 30% final exam, 30% reports/papers, 10% attendance, 20% in-class presentation, 10% class participation.

Soc 3003 Social Problems
A-F only, 3 credit(s);
Instructor: Logan, Enid
Description: How do we decide that something is a social problem, and what do we do about it? How do race, class and gender impact our understandings of social problems in the contemporary United States? Who is primarily responsible for addressing social problems—individuals, the government, churches, schools, or other institutions? In this class, we will examine some of the major social problems facing the United States today. Specially, we focus on controversies surrounding the 1) American family, 2) crime and punishment, 3) the distribution of wealth & income, 4) the degradation of the environment, and 5) Science, Medicine, and Health. In order to illustrate the issues to be discussed, we will watch segments from a number of recent documentary films such as Everything's Cool, Daddy & Papa, The Boys of Baraka and A Hard Straight.
Style: 30% Lecture, 25% Film/Video, 45% Discussion.
Grading: 20% mid exam, 20% final exam, 40% reports/papers, 20% class participation.
Exam Format: essay, as well as multiple choice and true/false
Soc 3090 Topics in Sociology: Global Political Economy

3 credit(s), max credits 6;
Instructor: Schurman, Rachel
Description: Did you ever wonder why so many of the items you buy at Target come from China or why a financial crisis that started on Wall St. and was rooted in U.S. mortgage securities affected countries around the world? And why is the U.S. auto industry, once a motor of economic growth for the country and a key source of class mobility for many working class Americans, practically a thing of the past? This course will focus on the changes that have taken place in the global economy over the last sixty or so years, and the economic theories, institutional changes, and technological developments that have undergirded them. More concretely, we will examine the movement away from relatively regulated national economies and the rise of neoliberal ideology and policy. Among the substantive topics we will explore are the emergence of China as an economic powerhouse, the transformation of work associated with economic globalization, the changing culture(s) of capitalism, the Walmart phenomenon (in all its complexity), and the recent global financial crisis. Grades will be based on class attendance and active participation (20%), regular commentaries on the readings (20%), student research projects/exercises (35%), and a final exam (25%).
Style: 70% Lecture, 15% Film/Video, 10% Discussion, 5% Guest Speakers. 15% Large and Small Group Activities
Grading: 25% final exam, 35% special projects, 20% class participation. 20% commentaries
Exam Format: The exam will include term definitions, some short answer questions, and two longer essay questions.

Soc 3101 Introduction to the American Criminal Justice System

A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Social Sciences
Instructor: Bruton, James Harrison
Description: This course will introduce students and focus on the three main components of the American Criminal Justice system: law enforcement, the criminal judicial process and correctional approaches in dealing with offenders. The course is designed to familiarize students with these broad topical areas and to explore the decision-making process and the equality of treatment that takes place within the American Criminal Justice system. The course meets the Liberal Education requirements of Civil Life and Ethics and of the Social Sciences. Courses with this designation are carefully designed to address the components, dynamics, and philosophical underpinnings of criminal justice, through critical framework of Liberal Education.
Style: 70% Lecture, 15% Film/Video, 10% Discussion, 5% Guest Speakers.
Grading: 25% mid exam, 50% final exam, 25% reflection paper. There will be 50 points on the mid-term, 100 points on the final exam and 50 points on the reflection papers for a total of 200 points.
Exam Format: Short answer and short essay.

Soc 3102 Introduction to Criminal Behavior and Social Control

3 credit(s);
Instructor: Selmini, Rossella
Description: The course will address general theories of criminal behaviour and social control. Students will learn and become familiar with the most relevant theories in understanding and explaining crime. The class will also use a historical perspective starting with the origins of attempts to explain criminal behaviour. Criminological and socio-legal theories of crime will be examined critically, and we will attempt to better understand how the discourse about criminal behaviour and social control changes across space and time. The first part of the course will be mainly devoted to the analysis of theories and their development, while the second part will focus more on some types of criminal behaviours, especially gangs, street crime, violent crime and organized crime. The course will end with a section on recent tendencies in social control
Soc 3201 Inequality: Introduction to Stratification
3 credit(s);
Instructor: Bian,Yanjie
Description: This course examines the basic concepts and theories sociologists use to describe and explain social stratification and inequality. Our empirical attention will be given to the causes, dimensions, and consequences of inequality in America, as well as on cross-national patterns around the globe. The textbook for the class is "Social Stratification and Inequality: Class Conflict in Historical, Comparative, and Global Perspective" by Harold Kerbo. Lectures and quizzes will cover the contents of selected chapters of the text. In addition, each student will carry out a study project in which to conduct interviews with or observations on two families, and the student's term paper is to report and analyze the findings from this study about the relative stratification positions of these two families. Course grade is based on the quizzes (50%) and the term paper (50%). No final exam.
Style: 85% Lecture, 10% Discussion, 5% Student Presentation.
Grading: 40% reports/papers, 10% special projects, 50% quizzes. 10% "Special Projects" is for a study outline of 1-2 pages.
Exam Format: No exam. But each quiz is one page of 5 T/F or multiple-choice questions.

Soc 3211W American Race Relations
A-F only, 3 credit(s);Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Heise,Kia
Description: This class is designed to offer students a deeper understanding of the many ways that race structures American society and shapes our experiences and life chances. We will focus broadly on racial inequality, white privilege, intersectionality (how our experiences are shaped by race, gender, and class collectively), race in the media, racial identities, and the social construction of race and racial difference. We will look at the specific experiences of African Americans, Asian Americans, Latinos, Native Americans, Whites and multiracial Americans. Though our central focus is on race relations in today's society, we also cover the historical experiences of each group in order to help explain their present-day social status. We will conclude the class with discussions on the future of race relations in the rapidly changing United States. This class meets the Writing Intensive requirement and therefore includes a revision process leading up to the final paper, which allows you to improve your writing skills.
Style: 40% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities.
Grading: 50% reports/papers, 30% quizzes, 20% class participation.

Soc 3221 Sociology of Gender
A-F only, 3 credit(s);1001 recommended; soc majors/minors must register A-FCredit will not be granted if credit has been received for: GWSS 3201;
Instructor: Chermack,Kelly
Description: Gender is something so fundamental to our lives, to our identities, and how we interact with others that we often take it for granted. However, understandings of gender vary across time and place, and even within cultures, making it clear that our understandings of gender are not universal or timeless. In this class, we will examine how gender intersects with race and sexuality, as well as how it impacts areas of our lives such as child socialization, family structure, the media, intimate relationships, and the workplace.
Style: 50% Lecture, 50% Discussion.

Soc 3251W Sociological Perspectives on Race, Class, and Gender
A-F only, 3 credit(s);Soc majors/minors must register A-FCredit will not be granted if credit has been received for: AFRO 3251W;Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive
Instructor: Logan,Enid
Description: In this course, we examine race, class and gender as bases of identity, stratification, and inequality. We explore the social construction of our core concepts in the contemporary U.S., asking how they shape each of our lives, life-chances, and daily interactions. We will divide our time between lecture, small and large group discussion, and viewing segments of documentary films. This is a writing-intensive course, and students will be expected to do a good deal of formal and informal writing. Active participation in discussion and engagement with the ideas is a must. In this class, you will connect the concepts drawn from the materials to your own life experiences and thoughts about the world, and learn from the experiences and thoughts of others. In the first weeks of the class, we examine the social construction of Race, Class, Gender and Sexuality in American society. We then move to look at the workings of these concepts in different interpersonal and institutional settings. These include the Labor Force, Schools, the Family, the Criminal Justice System, understanding Violence, and the politics of Language. In the last week of the class we discuss individual and corporate
approaches to overcoming injustice.

**Style:** 30% Lecture, 20% Film/Video, 50% Discussion.

**Grading:** 55% reports/papers, 10% quizzes, 15% in-class presentation, 20% class participation.

**Exam Format:** TF and essay

---

**Soc 3251W Sociological Perspectives on Race, Class, and Gender**

*A-F only, 3 credit(s); Soc majors/minors must register A-F*  
**Credit will not be granted if credit has been received for:**  
**AFRO 3251W:** Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive  
**Instructor:** Rechitsky, Raphi K  
**Description:** This course will explore the ways in which race, class, gender, and sexuality (rcg&s) organize and impact social life for individuals and society as a whole. We will begin with a brief introduction to the general conceptual challenges that rcg&s pose for typical, commonsense understandings of American society. We will then examine rcg&s on their own terms and as they intersect with one another, attending to the ways they are constructed, experienced, and connected with social stratification and inequalities in power and status, privilege as well as oppression. We will also focus on the ways in which rcg&s serve as important sites for the construction of meaning and identity. We will delve into how rcg&s shape and are shaped by social institutions, including work, education, popular culture, family, and criminal justice, focusing on the U.S. but also in relationship to other societies and across borders. As we learn, we will at the same time look for ways that we can intervene in the social world and mobilize to challenge the status quo. This class fulfills the writing intensive course requirement, the CLE’s Social Science core, and the Diversity and Social Justice in the United States theme. The classroom will consist of a mix of small and large group discussions, activities, video responses, and lectures. The emphasis will be on applying course concepts and theories through 3 short papers and one research paper. To this end, students will come prepared to class with notes on readings-- which will range between 30 and 60 pages per week. No exams.

---

**Soc 3322W Social Movements, Protests, and Change**

*3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive*  
**Instructor:** DeMuth, Scott Ryan  
**Description:** Social movements are collective, sustained, organized, and non-institutional vehicles for challenging authorities, power-holders, and cultural institutions. Social movements vary widely in both their organization, the issues that they address, and the challenge they pose to authorities. While some movements seek deep changes to the social structure (such as anarchists, socialists, and other revolutionary movements), others seek only limited changes at the individual level (such as veganism, local foods movements, and other lifestyle movements). This course will be an introduction to social movements from a sociological perspective. Many of us are interested in social movements because we are committed to the work that particular movements do. But as sociologists, we seek to understand movements comparatively and from a scientific perspective. This course will examine sociological theories as to the origins of social movements; why individuals join, stay, or leave movements; how social movements are organized and structured; and how movement organizations interact with broader environments. Additionally, we will look at social movements not only as sites that articulate social opposition and alternatives, but also as sites in which social theories are tested, developed, and employed. While much of the readings will draw on case studies and theories, the emphasis of this class will be on applying what we read, learn, and discuss to the organizations you are studying for your service learning project. This is a writing-intensive course, and in addition to the three major papers, students will be expected to journal weekly on the course blog about readings and their experiences at their service learning site.  
**Style:** 30% Lecture, 20% Film/Video, 30% Discussion.  
**Grading:** 75% reports/papers, 15% journal, 10% class participation.

---

**Soc 3451W Cities and Social Change**

*3 credit(s); Meets CLE req of Writing Intensive*  
**Instructor:** Park, Lisa Sun-Hee  
**Description:** The objective of this course is to develop a deeper understanding of the transformation of urban life. We will apply a multidisciplinary approach in investigating the dramatic social, political/economic, and spatial changes that have occurred in U.S. cities. We will pay close attention to how these changes have structured institutions and ideologies of today’s metropolis and resulted in differential experiences of belonging. We will conclude by analyzing the possibilities for social justice within the culture of a postmodern metropolis.

---

**Soc 3511 World Population Problems**

*3 credit(s); Meets CLE req of Global Perspectives*  
**Instructor:** Meier, Ann  
**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.
**Style:** 60% Lecture, 40% Discussion.
**Exam Format:** multiple choice, short answer, essay

**Soc 3571 Drugs and Society**
- **A-F only, 3 credit(s);** Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
- **Instructor:** Dingel, Molly J.
- **Description:** Student may contact the instructor or department for information.

**Soc 3701 Social Theory**
- **A-F only, 4 credit(s);**
- **Instructor:** Broadbent, Jeffrey Praed
- **Description:** Social theories help us understand society and how it works in new and helpful ways. In this class, we cover the development of social theory from the classical and founding works of Marx, Durkheim and Weber, through more contemporary ideas such as feminism, rational choice, racism, and post-modernity. Throughout this class, we have three goals: to learn to read and understand key theoretical work in sociology; to use this work to better understand the social world; and to develop our own capacity to talk and write about the world using ideas from theory.
- **Style:** 77% Lecture, 10% Film/Video, 10% Discussion, 3% Student Presentation.
- **Grading:** 20% mid exam, 20% final exam, 40% reports/papers, 18% quizzes, 2% in-class presentation.
- **Exam Format:** The tests are designed to evaluate your mastery of the concepts and ideas covered by the readings, lectures and discussions. The questions will be mostly short-answer and essay. The first three tests are worth 150 points each. The fourth is 200.

**Soc 3701 Social Theory**
- **A-F only, 4 credit(s);**
- **Instructor:** Green, Kyle David
- **Description:** Social theories are attempts to understand, explain and map the complicated, and confusing `social world.? Theories provide potential answers to difficult questions including: What holds communities together? What leads to social change? What is the relationship between the individual and society? What is power and how does it work? Are we living in a modern or post-modern world, what does that even mean, and why should we care? Theory can make the ordinary strange and also make the bizarre rather ordinary. In this class we will work through texts by a handful of the classic and contemporary social theorists: Marx, Durkheim, Weber, Smith, Bourdieu, Foucault, among others. In doing so we will work on building our abilities to read theory, critically evaluate the texts, and also apply the ideas to the world around us.
- **Grading:** 15% mid exam, 25% final exam, 20% reports/papers, 20% special projects, 10% class participation, 10% other evaluation.

**Soc 3701 Social Theory**
- **A-F only, 4 credit(s);**
- **Instructor:** Winchester, Daniel Alan
- **Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course provides an introductory, yet thorough, background in classical and contemporary social theory in a Web-based format. We will draw upon in-depth readings of important theoretical works to gain a better understanding of how key theoretical developments in sociology can help us better understand the world we live in today. In addition to reading original theory, the other building blocks of the course include weekly quizzes, discussions, reading journals, and two exams. By the end of the semester, you should be able to read, interpret, evaluate, and apply key theoretical ideas to life in contemporary society. Put simply, the purpose of this course is to develop a basic but critical understanding of the Big Ideas in social theory and why we should care about them.
- **Style:** 100% Web Based.
- **Grading:** 10% class participation. See attached syllabus

**Soc 3801 Sociological Research Methods**
- **4 credit(s);**
- **Instructor:** Liebler, Carolyn
- **Description:** This course focuses on the effective critical evaluation of sociological evidence. After introducing basic principles of sociological research, we will carefully read and analyze significant studies which exemplify each of four types of sociological research methods: field observations, historical archives, surveys, and experiments. No mathematical or statistical background is required.
- **Style:** 60% Lecture, 5% Film/Video, 5% Discussion, 20% Laboratory, 5% Small Group Activities, 5% Guest Speakers.
- **Grading:** 20% mid exam, 20% final exam, 30% reports/papers, 10% written homework, 10% class participation, 10% laboratory evaluation.
- **Exam Format:** short answer and brief essay
Soc 3811 Basic Social Statistics
4 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Bian, Yanjie
Description: This course will introduce sociology majors to basic statistical measures and procedures that are used to describe and analyze quantitative data in sociological research. The topics include (1) displays of frequency and percentage distributions, (2) measures of central tendency and dispersion, (3) measures of association and correlation, (4) bivariate regression, and (5) basics about probability and statistical inference. Lectures on these topics will be given in class meetings, and lab exercises are designed to help students learn statistical skills needed to analyze quantitative data provided in the class. In addition to attendance to lectures and labs, students are expected to read 15-20 pages of the text per week. There will be a midterm exam and a final exam. Students will need a calculation for assignments and exams.
Style: 65% Lecture, 35% Laboratory.
Grading: 70% mid exam, 30% problem solving.
Exam Format: multiple choice, computational problems

Soc 3811 Basic Social Statistics
4 credit(s); Meets CLE req of Mathematical Thinking
Instructor: Ortyl, Timothy Adam
Description: This course is designed to familiarize students with fundamental statistical concepts and techniques. Because this is a sociology course, most of the examples and demonstrations will be drawn from the social sciences; however, the concepts and techniques presented in the course apply much more broadly to other disciplines and to other arenas of life. Students should come away from the course with an understanding of how statistics can be used to address key social science questions. I expect students will leave the course as knowledgeable and critical consumers of statistical information that appears in the media and elsewhere.
Style: 40% Lecture, 20% Discussion, 40% Laboratory.
Grading: 25% mid exam, 15% final exam, 45% written homework, 15% class participation. 3 exams: Midterms are 12.5% of course grade each. Exams are semi open-note; students will have the opportunity to correct problems that they missed on midterm exams to improve exam scores.

Soc 4090 Topics in Sociology: The Color of Public Policy
3 credit(s), max credits 6;
Instructor: Haltinner, Kristin
Description: Examination of structural or institutional conditions through which people of color have been marginalized in public policy. Critical evaluation of social theory in addressing the problem of contemporary communities of color in the United States.
Style: 20% Lecture, 20% Film/Video, 50% Discussion, 5% Small Group Activities, 5% Guest Speakers.
Grading: 20% reports/papers, 20% attendance, 60% reflection paper.

Soc 4090 Topics in Sociology: Mass Media & Society
3 credit(s), max credits 6;
Instructor: Baer, Alejandro
Description: This course provides a broad survey of sociological perspectives regarding the role of media (television, radio, printed press, film, and the Internet) in society. The course will examine historical media developments, theoretical frameworks used to analyze media audiences, producers, and effects, the impact of media in popular culture, their role in shaping social memories and the relation between media and violence, including terrorism and genocide.
Style: 50% Lecture, 15% Film/Video, 20% Discussion, 15% Small Group Activities, small group work
Grading: 30% mid exam, 30% final exam, 30% reports/papers, 10% in-class presentation.

Soc 4101W Sociology of Law
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Ferrales, Gabrielle
Description: This course will consider the relationship between law and society, analyzing law as an expression of cultural values, a reflection of social and political structure, and an instrument of social control and social change. Emphasizing a comparative perspective, we begin by discussing theories about law and legal institutions. We then turn our attention to the legal process and legal actors, focusing on the impact of law, courts, and lawyers on the rights of individuals. Throughout the course, we will consider the role of law in reinforcing and changing class, gender, and race inequalities. Although this course focuses on the U.S. legal system, we will explore issues of the relationship between U.S. law and global law and concepts of justice. This course uses an array of reading materials including: theoretical works, empirical studies, and U.S. Supreme Court cases.
Style: 45% Lecture, 5% Film/Video, 45% Discussion, 5% Small Group Activities.
Grading: 20% mid exam, 20% final exam, 50% reports/papers, 10% class participation.

Soc 4102 Criminology
Soc 4111 Deviant Behavior
3 credit(s);
Instructor: Savelsberg, Joachim J
Description: This course examines new trends in criminological research, i.e., innovative explanations of crime and punishment. A cross-section of recent criminology books and articles will be discussed that have attracted much attention among scholars and/or the broader public. Examples for crime theories discussed are Messner and Rosenfeld's "Crime and the American Dream," Sampson and Wilson's focus on inner city poverty and dislocation as a central root of crime, Hagan/McCathy's "Mean Streets" with its focus on homeless youth and crime, Newman's "Rampage," a study on school shootings, and Anderson's "Code of the Street." The punishment side covers sections from books by Beckett on the role of media and politics in creating moral panics, Garland with his focus on punitive responses in times of uncertainty, and texts on international differences in punishment. A new section examines a much neglected theme: criminal violations of human rights and humanitarian law such as war crimes and genocide and control responses to them. Students read chapters from books and articles while lecture provides background information. Lecture is accompanied by discussion and small group work.
Style: 50% Lecture, 15% Film/Video, 20% Discussion, 15% Small Group Activities. small group work
Grading: 60% mid exam, 30% final exam, 10% class participation.
Exam Format: multiple choice, short answer

Soc 4109 Domestic Criminal Violence
3 credit(s);
Instructor: Selmini, Rossella
Description: This course provides an overview of the key issues concerning domestic violence as a crime and as a social problem. In the first part of the course students will examine various concepts of domestic criminal violence and become familiar with the debates surrounding it. We will focus on different forms of criminal domestic violence -- especially intimate partner violence and child abuse -- and on the theories that have been offered to explain its occurrence. Features of victims and offenders and the nature and extent of domestic criminal violence will also be examined, with reference to the major victimization surveys -- and other kinds of research -- carried out in the US, Canada, and selected European countries. In the final part of the course we will focus on social and criminal justice system responses to domestic criminal violence, paying particular attention to understanding what works in preventing and controlling it. Some parts of the course will offer a comparative perspective, paying attention to international debates and research.
Style: 60% Lecture, 10% Film/Video, 25% Discussion, 5% Guest Speakers.
Grading: 30% mid exam, 40% final exam, 20% reports/papers, 10% in-class presentation.
Exam Format: short essay questions

Soc 4111 Deviant Behavior
A-F only, 3 credit(s);
Instructor: Uggen, Christopher
Description: This course asks why and how certain attributes and behaviors are defined as deviant, the consequences of deviant labels, and how norms, values, and rules are made and enforced. There are four units. We first take up basic concepts that cut across theories and research on deviance, including social control, subcultures, and deviant careers. The second unit is devoted to theories of deviant behavior and societal reaction. We then discuss methodology and how the "social facts" of deviance are determined and disseminated. Case studies in topical areas are the fourth focus, addressing crime, organizational and occupational deviance, substance use, heteronormativity and sexuality, suicide, disability, and mental illness. Course objectives include the following: (1) To understand how deviance is defined and produced; (2) To gain a working knowledge of the key sociological explanations of deviance; (3) To critically apply these ideas to selected case studies; and, (4) To critique and evaluate institutional responses to deviance and control. There is one basic text for the course and supplemental readings available online in Adobe pdf format. The Adler and Adler reader is a collection of excerpts from classic and contemporary writings on deviance, with a much heavier emphasis on the social construction of deviance. If you purchase an earlier edition of the text, please understand that you will be responsible for the material in the most recent editions. Texts are available at the bookstore or online from retailers such as amazon.com and barnesandnoble.com. Most of the supplementary readings will come from my local work with Minnesota graduate and undergraduate students on topics such as disenfranchisement, sexual harassment, and workplace deviance. This is more difficult material, but I will explain the research during lectures.
Style: 50% Lecture, 10% Film/Video, 25% Discussion, 10% Small Group Activities, 5% Service Learning. media and in-class exercises.
Grading: 25% mid exam, 30% final exam, 25% reports/papers, 10% special projects, 10% class participation.
Exam Format: Mixed -- typically 70% essay

Soc 4135 Sociology of White-Collar Crime
3 credit(s);
Instructor: Savelsberg, Joachim J
Description: This course deals with different types of white-collar crime, their causation, the damage they cause, and their control. We will learn from outstanding literature, videos, and guest speakers and explore cases in depth. The course is divided into two parts. Part I. distinguishes different types of white-collar crime (e.g., embezzlement, fraud, conflict of
We also distinguish between upper class, occupational, and organizational crimes in private and government sectors. We explore their causation and the damage they cause. We compare white-collar crime with street crime. Do we need special theories to explain white-collar crime? We also take a look at parallels between corporate crime and the involvement of white-collar workers in state organized crimes such as genocide. Part II. deals with the perception, legislation, and control of white-collar crime. How does the public view white-collar crime? What are the chances that legislatures will take steps against white-collar offending? Under what conditions are they likely to criminalize behavior? We then follow the criminal justice process, based on a collection of articles and on a number of concrete cases. We look at police and prosecution, the role of defense attorneys, the sentencing decisions of judges, and the way defendants experience the response of the criminal justice system. We finally learn about innovative and alternative strategies and responses to white-collar crime.

**Style:** 60% Lecture, 10% Film/Video, 20% Discussion, 10% Small Group Activities. small group work

**Grading:** 40% mid exam, 35% final exam, 20% reports/papers, 5% in-class presentation.

**Exam Format:** multiple choice and short answer

---

**Soc 4149 Killing**
- **3 credit(s);**
- **Instructor:** Malmquist, Carl P
- **Description:** Sociological, legal, and psychological aspects of diverse types of killing. The topic of "normal" killings is contrasted with various pathological types. Subtopics include: mentally disturbed killings, sexual killings, killings within families, gang killings, and terrorist killings.

**Soc 4162 Criminal Procedure in American Society**
- **3 credit(s);**
- **Instructor:** Samaha, Joel B
- **Description:** Course Content: Balance between government power to enforce criminal laws and individuals' right to be let alone by the government in a constitutional democracy. Topics include: police power to stop and frisk, arrest, search, interrogate, and identify suspects; right to a lawyer; remedies for constitutional violations; social science, the courts, and the law of criminal procedure. Teaching methods: Read and discuss U.S. Supreme Court and other cases. Textbooks and other reading: Samaha, Criminal Procedure 8th edition (earlier editions won't do). Audience: Upper division undergraduates in all departments and colleges; some graduate and professional students.
- **Style:** 15% Lecture, 85% Discussion.
- **Grading:** 90% other evaluation. 90%, 13 non cumulative short answer and essay exams; 10%, participation in course surveys
- **Exam Format:** 60% identification, definition; description and explanation of legal concepts and social science findings (no multiple choice); 10% case briefs; 30% discussion reaction essays

**Soc 4246 Sociology of Health and Illness**
- **A-F only, 3 credit(s);**
- **Instructor:** Fischer, Laura L
- **Description:** The Sociology of Health and Illness, or Medical Sociology, seeks to understand issues of health and illness in social, political, economic, and cultural contexts. In this course we will explore these contexts, as well as ethics, theory and structure of medicine. We will consider medical experiences at the individual level as well as the group and structural levels. We will ask important questions about medicine, about practitioners, about patients and families. Why do some groups of people experience the medical system differently than others? What are the systematic differences in illness and outcomes among groups of people in society? How has medicine changed over time? How does the health care system function in the U.S.? How does health care function throughout the world? How is the health care system organized? What is the role of public health? This course presents an overview of Medical Sociology in primarily a lecture format, but will also utilize films, class exercises, and class discussions.

**Soc 4305 Society and the Environment: A Growing Conflict**
- **A-F only, 3 credit(s);**
- **Instructor:** Broadbent, Jeffrey Praed
- **Description:** Environmental sociology studies the interaction of society and the environment. Global climate change, the source of increasing weather disasters as well as species extinction, is the major social and ecological problem of our era. The current rapid climate change is caused by human activity, the burning of oil and gas (fossil fuels), which emit greenhouse gasses into the atmosphere. Human society must rapidly reduce its use of oil and gas and create a sustainable society in order to lessen this disaster. We have the technology and capacity to accomplish this task, but so far, only a few countries have accomplished significant reductions. This course focuses on the social causes and cures of climate change using exemplary case studies drawn from around the world.
- **Style:** 60% Lecture, 40% Discussion.
- **Grading:** 25% mid exam, 25% final exam, 24% special projects, 5% quizzes, 21% written homework.
- **Exam Format:** essay
Soc 4321 Globalize This! Understanding Globalization through Sociology
A-F only, 3 credit(s); Soc majors/minors must register A-F Credit will not be granted if credit has been received for: GLOS 4221; Meets CLE req of Global Perspectives
Instructor: Goldman, Michael R
Description: From the factories of Shenzhen to the high plateaus of La Paz to the trading floors of New York City, people from around the world are becoming increasingly interdependent. This course offers an overview of the processes that are forcing and encouraging people's lives to intertwine economically, politically, and culturally. We will start with the most basic questions: What is this thing called globalization? Is it all new? What are the forces behind it? Second, we will explore the idea that this latest era of globalization is marked by dramatic transformations in the ways we work, do politics, play, and communicate. Moreover, we will look into the ideas that capitalism has changed significantly, that the division between rich and poor has intensified, and that the sovereignty of governments and the basic rights of people are being challenged. We will learn about a few key actors, such as the World Bank and the World Trade Organization, and understand their main objectives and effects. We will discuss the world of immigration, of fast-moving finance capital and Hollywood/Bollywood cultural products, and the slower moving domains of everyday life, as they are experienced in Jamaica, the U.S., Mexico, India, Bolivia, Argentina, and South Africa. Along the way, we will look at globalization from below, or social movements working to bring about social change (within and across national boundaries) by contesting the worst effects of economic, political, and cultural globalization. In all, this course will use a number of texts, films, lecture, discussion, and student debates, to help us become fluent in the different scholarly concerns on globalization and its many social forces, connections, and imaginations.
Grading: papers, research projects, quizzes, attendance

Soc 4511 Sociology of Youth: The Transition to Adulthood
3 credit(s);
Instructor: Mortimer, Jeylan T
Description: The paths young people take as they move through adolescence and make the transition to adulthood have become longer and more variable in recent decades. These pathways are linked to broad social forces. This course will examine the consequences of recent societal trends for the process of becoming an adult. It will consider demographic trends and patterns of inequality, changes in the labor force, technological advances, the linkages between school and work, and changes in other major institutions, such as the criminal justice and health care systems. We will examine how these societal trends influence young people differently, depending on their social locations (e.g., gender, race/ethnicity, and social class background). The course will also consider youth agency; how young people envision their futures, make decisions and plans, and enact behaviors in an attempt to achieve their goals in the contexts of changing opportunities and constraints. Youth preparation for the future will be studied in the realms of interpersonal competence, physical and mental health, vocational development, and civic engagement. Finally, the course will consider social policy and interventions designed to enhance both this phase of the life course and to ensure a successful transition to adulthood.
Style: 60% Lecture, 10% Film/Video, 30% Discussion.
Grading: 25% mid exam, 25% final exam, 25% reports/papers, 25% class participation.
Exam Format: Take-home essay

Soc 4551 Sociology of Sexualities
3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Hull, Kathleen E
Description: Sociology of Sexualities is an advanced survey course covering social scientific approaches to the study of sexual attitudes, behaviors and identities. The course challenges students to examine taken-for-granted beliefs about the naturalness of various sexual phenomena and deepens students' understanding of how various social forces shape people's sexual lives. The course will focus on the diversity of thought, behavior and lived experience of individuals with regard to sexuality.
Style: 60% Lecture, 10% Film/Video, 20% Discussion, 10% Small Group Activities.
Grading: 25% quizzes, 75% other evaluation. 3 exams each counting 25%
Exam Format: multiple choice, short answer, author-quote matching, essays

Soc 4703 Contemporary American Culture
3 credit(s); Meets CLE req of Civic Life and Ethics
Instructor: Hull, Kathleen E
Description: Is American culture becoming too individualistic? Are the values of community, family and social connection in decline? How have newer technologies, such as television and computers, affected cultural life? Has the pace of American culture accelerated, and if so has the speed-up gone too far? Is our culture obsessed with fame and celebrity, causing us to perceive all of life through the lens of entertainment? What happens when cultures come into conflict? Is globalization leading to a homogenous "world culture"? These are the kinds of questions we will tackle in this course. The course is divided into three parts. Part 1: What exactly is "culture" and why is it important to sociology? We will consider how culture is defined in the social sciences and some of the leading approaches to studying culture in sociology. Part 2: We will examine in detail one model of how cultural change occurs. Through case studies of movements such as the Civil Rights Movement of the 1960s, we will assess patterns of power, political interaction, and conflict among various social
groups, with special attention to how political and social values change over time. Part 3: We will review and critically assess several prominent theories about the causes and consequences of cultural change in the contemporary American context.

**Style:** 40% Lecture, 10% Film/Video, 40% Discussion, 10% Small Group Activities. interactive learning (small-group work, etc.)

**Grading:** 30% mid exam, 35% final exam, 30% reports/papers, 5% class participation.

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

---

**Soc 4966W Major-Project Seminar**

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

**Instructor:** Aminzade, Ron R

**Description:** This section is a community service learning version of the senior projects course that is designed to provide students with an opportunity to think about how the knowledge, skills, and insights of the sociology major can be used in lives and careers outside of the University. The course will explore the role of sociological knowledge, research, and thought in contemporary American public life. The focus will be on how those outside the academy (e.g. journalists, judges, lawmakers, probation officers, etc.) have used, ignored, or misused sociological knowledge. Instead of traditional research projects, students will be encouraged to conduct projects that are more engaged and applied in nature. Specifically, students will be required to do community service learning and to write either a field research paper or an action project based on their work with participating community organizations. The final project will build on the values of critical thinking, effective communication, diversity, and social responsibility that are cultivated in sociology.

**Style:** 33% Lecture, 33% Discussion, 33% Service Learning. paper development and one on one meetings with instructors

**Grading:** 60% reports/papers, 20% class participation, 20% other evaluation. paper proposals, outlines and drafts

---

**Soc 4978V Senior Honors Proseminar II**

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

**Instructor:** Hartmann PhD, Douglas

**Description:** This practicum is the second of a two-seminar sequence designed to support and guide senior honor's sociology students in the research and writing of their theses. The first semester of the sequence focused on topic selection, literature review, and research design. This course is intended to assist students in the actual conduct and completion of their research projects. This will involve working through the research process, securing results, and writing, presenting, and defending final research papers.

**Style:** 25% Lecture, 25% Discussion, 25% Small Group Activities, 25% Student Presentation.

**Grading:** 75% reports/papers, 10% in-class presentation, 15% class participation.

---

**Soc 8001 Sociology as a Profession**

S-N only, 1 credit(s), max credits 2;

**Instructor:** Meier, Ann

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

---

**Soc 8011 Sociology of Higher Education: Theory and Practice**

3 credit(s);

**Instructor:** Swartz, Teresa Toguchi

**Description:** This course explores teaching and learning sociology in the contemporary United States. We will first situate teaching and learning within the broader social and political contexts of higher education in the United States, and consider the ways in which this context affects our role as teachers. We will spend the remainder of the semester exploring the craft of teaching. The course aims to provide students with a forum through which to learn about and reflect on pedagogical theory and practice. The goals of the course are to 1) think broadly about how we are influenced by, but also through our
actions influence, higher education trends, and 2) develop the skills necessary to become excellent teachers, including encouraging active learning, teaching critical reasoning, delivering effective lectures, facilitating lively discussions, responding effectively to student writing, and fairly evaluating student and teacher performances. The course should encourage those who have had prior teaching experience to reflect more systematically on their classroom behavior and ways to improve it. It should help those who have not had any teaching experience by sensitizing them to various dimensions of effective teaching.

**Style:** 15% Lecture, 35% Discussion, 15% Small Group Activities, 20% Student Presentation, 15% Guest Speakers.

**Soc 8290 Topics in Social Stratification: Urban Marginality in Transnational Perspective**

*3 credit(s), max credits 12, 4 completions allowed;*

**Instructor:** Gowan,Teresa

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

**Soc 8412 Social Network Analysis: Theory and Methods**

*3 credit(s);*

**Instructor:** Knoke,David H

**Description:** This seminar introduces social network analysis to graduate students, emphasizing its theoretical, substantive, and methodological foundations. Our collective goal is to acquire a sufficient grasp of the contemporary network literatures to pursue independent advanced study, and ultimately, to contribute original research results to our disciplines. Specifically, we’ll identify key network concepts and principles; examine data collection, measurement, and computer analysis techniques; and investigate applications in sociology, organization studies, political science, public administration, and related disciplines. Network analysis spans a diverse range of phenomena from ego-centric ties, to small work-team sociograms, to organizational relations, to trade and military alliances among nation states. Based on the summer survey of registered students’ substantive interests, we’ll concentrate on social capital, communication, personal networks, learning and innovation diffusion, intra- and interorganizational relations, social movements and collective action, political networks, international systems, and small world and Internet dynamics. About an hour of each class will be spent on network methodologies. The principles that students learn in this course will enable them to study advanced topics of their own choosing. Wasserman & Faust's encyclopedic Social Network Analysis provides our primary text, with required and background articles and chapters selected from the research literatures of several disciplines. Students will learn how to perform basic network analyses of previously collected datasets, using the UCINET computer package. We’ll also explore network visualizations using spatial plotting programs. Doctoral students in the Department of Sociology may use this course to fulfill their advanced methods requirement.

**Style:** 60% Lecture, 20% Discussion, 20% Student Presentation.

**Grading:** 40% reports/papers, 20% in-class presentation, 40% problem solving.

**Soc 8790 Advanced Topics in Sociological Theory: Contemporary Theory & Public Policy**

*3 credit(s), max credits 12, 4 completions allowed;*

**Instructor:** Page,Joshua A

**Description:** Multiple and intersecting identity categories (gender/gender expression, race/ethnicity, class, sexual orientation, immigration status and others) continue to play an important role in public policy. The course explores the role of identity in public policy through various theoretical frameworks (feminist, queer/gender, intersectionality and discourse/social construction theories) and across a variety of substantive policy arenas. The multi-disciplinary course includes 10 faculty members from the Humphrey School, as well as Political Science, Education Human Development, Social Work, Law and others, with each teaching a one week section on related areas of their scholarships (see bio for list). Sessions include the following topics: black feminist theory and politics; hip hop politics; black queer politics; implicit/unconscious bias; covering and sexual orientation; intersectionality and interest groups; gender and immigration/refugee policy; unpaid and paid caregiving; domestic violence reduction in African American communities; national and international education policy; neighborhood revitalization and sex trafficking; feminist economics and data collection. After completing the course, students should be able to: ? Understand and explain how a policymaker?s own identity can be both a resource and a barrier in the policymaking process; ? Demonstrate how policymakers (and the policies they create) are an important component in the ongoing, negotiated construction of identity categories and targeted populations; ? Show how assigned, assumed, performed identity results in differential participation in policymaking processes; and ? Use an intersectional analysis to reveal disparate policy treatment and outcomes for subgroups of people or targeted populations. Most weeks, the Tuesday and Thursday sessions will be taught by the same faculty member. Visiting faculty members will leave for the last 15 minutes of our Thursday sessions when we will consolidate our learning for the week and connect to prior sessions. A very short reaction paper for each set of readings will be due weekly and one longer paper, an intersectional analysis on a policy area of the students choosing will be due. The paper must be fairly concise: no more than 15 pages of text plus a one-page executive summary. A process of peer reviewing will be used to improve the final papers and facilitate the paper-writing process. Each student will present a brief summary of their intersectional analysis to the class during the last week of the course.

**Style:** 30% Lecture, 12% Film/Video, 36% Discussion, 6% Small Group Activities, 6% Student Presentation.

**Soc 8801 Sociological Research Methods**
**Soc 8801 Advanced Social Statistics**

A-F only, 4 credit(s);
Instructor: Kelly, Erin L

**Description:** The Soc 8801 course provides an overview of the methods used in sociology, with attention to the kinds of questions that are asked, the types of evidence and arguments that are utilized, and the standards of excellence that are held in different sub-fields and methodological traditions. We will discuss qualitative and quantitative methods, inductive and deductive strategies, descriptive and explanatory goals, causal analysis and process analysis, but we will also question these dichotomies and explore integrating methods. In this course, you will: 1) learn the basics of how research is conducted using different sociological methods, 2) develop some sophistication about the knowledge claims and the standards of evidence in different scholarly communities, 3) increase your familiarity and comfort with scholarly literature that utilizes different methods, 4) consider how your substantive interests could turn into fruitful empirical projects, by preparing a proposal for future research.

**Style:** 5% Lecture, 75% Discussion, 10% Student Presentation, 10% Guest Speakers.

**Soc 8811 Advanced Social Statistics**

A-F only, 4 credit(s);
Instructor: Knoke, David H

**Description:** Statistical methods for analyzing social data. Topics for Spring 2012: logistic regression, event history analysis, structural equation models.

**Style:** 60% Lecture, 10% Discussion, 30% Laboratory.

**Grading:** 100% reports/papers.

**Soc 8890 Advanced Topics in Research Methods: Ethnography**

3 credit(s), max credits 12, 3 completions allowed;
Instructor: Hartmann PhD, Douglas

**Description:** This seminar is intended to provide a high level, hands-on introduction to the practices of ethnographic, field research in the social sciences. Ethnographic research involves two core activities: engaging people in their own time and space, and then developing an analytic perspective on that setting in theorization and writing. Indeed, ethnography is best understood and most properly operationalized as the iterative, back and forth interaction of these two operations. To cultivate this understanding and develop the necessary skills to do ethnographic research properly, students in the seminar will read classic and exemplary ethnographic works and conduct their own fieldwork projects. To those ends, students will be expected to enter the course with concrete projects and field sites already envisioned.

**Style:** 20% Lecture, 50% Discussion, 10% Small Group Activities, 20% Student Presentation.

**Grading:** 40% reports/papers, 25% journal, 10% reflection paper, 25% class participation.

**Soc 8890 Advanced Topics in Research Methods: Apps in Event History Analysis & Panel Data**

3 credit(s), max credits 12, 3 completions allowed;
Instructor: Uggen, Christopher

**Description:** This course is designed to help students develop a solid working knowledge of both event history analysis and panel data models. It would be a great course for students considering a dissertation using such techniques, but it is also appropriate for those who just want more hands-on experience with these increasingly popular methodologies. Event methods are terrific when researchers want to predict whether and when something happens (e.g., wars, births, deaths, strikes, crimes, promotions). Using examples that take nations, states, and individuals as the units of analysis, we will cover topics such as demographic life tables, survival and hazard analysis, competing risks, proportional hazards, and time-varying covariates. In the second half of the course, we will bridge from the concept of time-varying predictors to panel models in which both the independent and dependent variables are changing over time. Here we will cover lagged dependent variables, first differences, fixed and random effects, clustering, and other topics. The course will be pitched at a level that will make it accessible to anyone who has taken the sociology graduate statistics course (8811) or equivalent.

---

**Software Engineering**

6-202 Kenneth H Keller Hall

**SEng 5115 Graphical User Interface Design, Evaluation, and Implementation**

A-F only, 3 credit(s);
Instructor: Konstan, Joseph Andrew

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

**SEng 5131 Distributed Application Design and Development**

A-F only, 3 credit(s);
Instructor: Calvo, Michael Joseph

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

**SEng 5199 Topics in Software Engineering**
A-F only, 2 credit(s), max credits 6;
Instructor: Kruse, John Michael
Description: Student may contact the instructor or department for information.

SEng 5199 Topics in Software Engineering
A-F only, 3 credit(s), max credits 6;
Instructor: Smith, Rick
Description: Student may contact the instructor or department for information.

SEng 5199 Topics in Software Engineering
A-F only, 3 credit(s), max credits 6;
Instructor: Calvo, Michael Joseph
Description: Student may contact the instructor or department for information.

SEng 5199 Topics in Software Engineering
A-F only, 3 credit(s), max credits 6;
Instructor: Selvig, Andrew J
Description: Student may contact the instructor or department for information.

SEng 5708 Data Analytics
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Srivastava, Jaideep
Description: Student may contact the instructor or department for information.

SEng 5802 Software Engineering II: Software Design
A-F only, 3 credit(s);
Instructor: Collins, John
Description: Student may contact the instructor or department for information.

SEng 5811 Software Testing and Verification
A-F only, 2 credit(s);
Instructor: Bitzenhofer, Neil A
Description: Student may contact the instructor or department for information.

SEng 5831 Software Development for Real-Time Systems
A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Larson, Amy Caroline
Description: Student may contact the instructor or department for information.

SEng 5841 Model-based Development
A-F only, 3 credit(s);
Instructor: Heimdahl, Mats
Description: Student may contact the instructor or department for information.

SEng 5852 Quality Assurance and Process Improvement
A-F only, 3 credit(s);
Instructor: Hedger, Dick
Description: Student may contact the instructor or department for information.

SEng 5900 Directed Study
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Heimdahl, Mats
Description: Student may contact the instructor or department for information.

SEng 8494 Capstone Project (Plan B Project)
S-N only, 3 credit(s);
Instructor: Collins, John
Description: Student may contact the instructor or department for information.
SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Hedger, Dick
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Carlis, John Vincent
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Kruse, John Michael
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Collins, John
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Vayghan, Jamshid A.
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Kan, Stephen Hauwah
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Calvo, Michael Joseph
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Schutta, Nathaniel T
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Whalen, Michael W
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Freese, Jesse David
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Srivastava, Jaideep
Description: Student may contact the instructor or department for information.

SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Bitzenhofer, Neil A
Description: Student may contact the instructor or department for information.
SEng 8891 Independent Project
2-6 credit(s), max credits 12;
Instructor: Skovbroten, John Emil
Description: Student may contact the instructor or department for information.

Soil, Water, and Climate 439 Borlaug Hall

Soil 2125 Basic Soil Science
A-F only, 4 credit(s); [CHEM 1015, CHEM 1017] or CHEM 1021 or equiv
Credit will not be granted if credit has been received for: SOIL 1125; Meets CLE req of Environment; meets CLE req of Physical Sciences
Instructor: Lamb, John A
Description: This is the introductory course for Soil Science. The material covered includes information on physical, chemical, and biological soil properties. These properties are related to agricultural and environmental examples where knowledge of soils is important. This course has 2 lectures a week (Monday and Wednesday), a self-paced laboratory, and a recitation session on Thursday. The overall goal of this course is to provide a foundation of Soil Science principles that can be applied to future study and every day life.
Style: 40% Lecture, 20% Discussion, 40% Laboratory.
Grading: 29% mid exam, 20% final exam, 10% class participation, 19% laboratory evaluation, 22% problem solving.
Exam Format: Multiple choice and short answer.

Soil 3416 Plant Nutrients in the Environment
3 credit(s);
Instructor: Lamb, John A
Description: Student may contact the instructor or department for information.

Soil 4093 Directed Study
1-7 credit(s), max credits 20, 20 completions allowed;
Instructor: STAFF
Description: Students who want to explore a special topic of their interest should visit with a faculty member who will direct their exploration. Report length dependent on the credits.
Style: Independent research

Soil 4094 Directed Research
1-7 credit(s), max credits 7, 1 completion allowed;
Instructor: STAFF
Description: Students who want to do research in a special area should determine a faculty member who will guide their research activities. Research depth depends on the credits.
Style: Independent study

Soil 5125 Soil Science for Teachers
3 credit(s); Credit will not be granted if credit has been received for: SOIL 1125;
Instructor: Lamb, John A
Description: Student may contact the instructor or department for information.

Soil 8123 Research Ethics in the Plant and Environmental Sciences
S-N only, 0.5 credit(s); Enrolled in a plant/environmental sci grad research prog
Credit will not be granted if credit has been received for: APSC 8123;
Instructor: Blanchette, Robert A
Description: Student may contact the instructor or department for information.

Somali 808 Social Sciences Tower

Somali 1222 Beginning Somali II
A-F only, 5 credit(s);
Instructor: Ahmed, Said S
Description: Student may contact the instructor or department for information.

Somali 1226 Accelerated Beginning Somali II
A-F only, 5 credit(s);
Instructor: Ahmed, Said S
Sonography  University of Minnesota Rochester

**Sono 3112 Abdomen II Sonography**
- A-F only, 3 credit(s);
- **Instructor:** Youngs, Diane J
- **Description:** Student may contact the instructor or department for information.

**Sono 3302 Clinical Practicum II**
- A-F only, 5 credit(s);
- **Instructor:** Youngs, Diane J
- **Description:** Student may contact the instructor or department for information.

**Sono 3312 Vascular Technology II**
- A-F only, 3 credit(s);
- **Instructor:** Youngs, Diane J
- **Description:** Student may contact the instructor or department for information.

**Sono 3401 OB Sonography**
- A-F only, 2 credit(s);
- **Instructor:** Youngs, Diane J
- **Description:** Student may contact the instructor or department for information.

**Sono 4112 Ultrasound Physics II**
- A-F only, 2 credit(s);
- **Instructor:** Youngs, Diane J
- **Description:** Student may contact the instructor or department for information.

**Sono 4402 Clinical Practicum V**
- A-F only, 8 credit(s);
- **Instructor:** Youngs, Diane J
- **Description:** Student may contact the instructor or department for information.

**Sono 4502 Research Project and Publication II**
- A-F only, 1 credit(s);
- **Instructor:** Youngs, Diane J
- **Description:** Student may contact the instructor or department for information.

**Sono 4602 Professional Growth and Development**
- A-F only, 1 credit(s);
- **Instructor:** Youngs, Diane J
- **Description:** Student may contact the instructor or department for information.

**Sono 4802 Mock Exams**
- S-N only, 1 credit(s);
- **Instructor:** Youngs, Diane J
- **Description:** Student may contact the instructor or department for information.

Spanish  214 Folwell Hall

**Span 144 Intermediate Medical Spanish**
- S-N only, 0 credit(s);
- **Instructor:** Lopez, Maria Emilce
- **Description:** This course is designed to help health care professionals communicate with patients who speak Spanish. Following the course, the student will be able to: use basic medical vocabulary in Spanish; ask questions and provide answers in common medical situations in Spanish; conduct patient interviews, medical histories, and physical exams in Spanish; and understand cultural factors impacting health and health care for Chicano/Latino patients.
Span 221 Reading Spanish
S-N only, 0 credit(s);
Instructor: Eiffer, Edward E
Description: Student may contact the instructor or department for information.

Span 344 Advanced Medical Spanish
S-N only, 0 credit(s);
Instructor: Lopez, Maria Emilce
Description: This is an advanced course designed to help health care professionals communicate with patients who speak Spanish. This course will further develop and strengthen language skills and cultural awareness. Individual work is done on WebCT and CD-ROM. Activities focus on vocabulary, listening, reading, writing, and exploring cultural issues. This course is partially internet delivered.
Style: In class: Active participation; and Individual work: Variety of assignments and group discussion on WebCT.

Span 1001 Beginning Spanish
5 credit(s);
Instructor: STAFF
Description: This course is strictly for students who have less than two years of high school Spanish. Permission numbers are required in order to register for this course. Students should bring their high school transcripts and an ID card to Folwell Hall 214 to obtain a permission number. Spanish 1001 focuses on the development of communication skills in listening, speaking, reading, and writing. One day a week students will watch "Destinos", an educational television program in Spanish. The text, "Gente" third ed (Tercera) is accompanied by a workbook. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Spanish is spoken almost exclusively in class. Since the majority of class time is devoted to speaking and listening, class attendance is critical.
Style: 5% Lecture, 10% Discussion, 1% Laboratory. Group work, reading and related activities
Grading: 20% final exam, 15% quizzes, 10% class participation, 55% other evaluation. 10% listening and workbook exercises, 15% oral interview type evaluations, 10% written compositions and writing activities, 20% unit exams
Exam Format: All quizzes and tests evaluate listening, reading, vocabulary, grammar & writing. A minimum of multiple choice & true-false items; encourage the use of natural language by using short answers and essays; Two oral interviews.

Span 1001 Beginning Spanish
5 credit(s);
Instructor: Matos-Schultz, F.
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Spanish 1001 is a first-semester Spanish course developed for students with no previous or less than two years of language experience. The instruction and context are delivered by a combination of online activities.
Style: Online
Grading: See attached syllabus

Span 1002 Beginning Spanish
5 credit(s); 1001 completed at UMNTC, dept consent Credit will not be granted if credit has been received for: SPAN 4022;
Instructor: STAFF
Description: This course is for the student who has completed Spanish 1001 at the University of Minnesota. Upon entering this course, the student should know basic vocabulary and present and past tense forms, that is to say, be familiar with the material between the "Leccion Preliminar" to "Leccion 9" of the text, "?Sabias que...?", 3rd ed. Spanish is spoken almost exclusively in class. Spanish 1002 continues to focus on the development of communicative skills: listening, speaking, reading and writing. One day a week students watch "Destinos", an educational 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.
Style: 5% Lecture, 10% Discussion, 1% Laboratory. Group work, reading and related activities
Grading: 20% mid exam, 20% final exam, 15% quizzes, 10% class participation, 35% other evaluation. 15% oral interview type evaluations, 10% written compositions and writing activities, 10% listening and workbook exercises
Exam Format: All quizzes and tests evaluate listening, reading, vocabulary, grammar and writing. A minimum of multiple choice & true-false items; an effort is made to encourage the use of natural language by using short answers and essays. Two oral interviews.

Span 1002 Beginning Spanish
5 credit(s); 1001 completed at UMNTC, dept consent Credit will not be granted if credit has been received for: SPAN
Instructor: Santana, Vanessa E.
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Spanish 1002 is the second semester and a continuation of the Spanish 1001 online course developed for students with no previous or less than two years of language experience. The instruction and context are delivered by a combination of online activities.
Style: Online
Grading: See attached syllabus

**Span 1003 Intermediate Spanish**
5 credit(s);
Instructor: STAFF
Description: This course is for those who have completed Spanish 1022 or 1002 with C- or better, or who have taken two or more years of Spanish in high school and have successfully passed the Entrance Proficiency Test (EPT) for this level. In this course, students build on the communicative speaking, writing, listening and reading skills that were acquired in beginning Spanish. Class activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class time is intended for grammar instruction and practice. Reading skills are developed through the textbook, and writing skills are developed through a variety of writing assignments. Each student will present an oral presentation on a topic related to those covered in the textbook or in class. Because Spanish class is about the only place where a student can practice listening and speaking, class attendance is critical.

Style: 40% Discussion, communicative activities with language
Grading: 30% mid exam, 20% final exam, 15% reports/papers, 10% in-class presentation, 10% class participation, 5% laboratory evaluation, 10% other evaluation. Oral interview
Exam Format: Diverse - essay - fill in blank - short answer

Span 1003 Intermediate Spanish
5 credit(s);
Instructor: Conrad, Craig
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. Speaking/comprehension. Developing reading/writing skills based on materials from Spain/Spanish America. Grammar review. Compositions, oral presentations.
Style: Online with handwritten exams
Grading: 4% class participation. See attached syllabus
Exam Format: Supervised, in-person exams

Span 1003 Intermediate Spanish
5 credit(s);
Instructor: Eiffler, Edward E
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Speaking/comprehension. Developing reading/writing skills based on materials from Spain/Spanish America. Grammar review. Compositions, oral presentations.
Style: Online with handwritten exams
Grading: 6% quizzes. -discussions and chats (4%) -My Spanish Lab activities (5%)-3 Mesa Redonda (online written and spoken exercises) (15%) -3 exams (60%)-Final oral interview (10%)
Exam Format: Supervised, in-person, (not online) exams.

Span 1003 Intermediate Spanish
5 credit(s);
Instructor: Wiesinger, Andrew David
Description: Student may contact the instructor or department for information.

Span 1004 Intermediate Spanish
5 credit(s); 1003 or EPT placement Credit will not be granted if credit has been received for: SPAN 1014;
Instructor: STAFF
Description: This course is for those who have successfully passed Spanish 1003 with a C- or have passed the Entrance Proficiency Test (EPT) for this level. This course is a requirement for Spanish 3015. In this course, you will build on the communicative speaking, writing, listening and reading skills that you acquired during the first three semesters of Spanish.
The "Conexiones" series, text, lab manual and workbook, are used in class. Class activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class time is intended for grammar instruction and practice. Reading skills are developed through "Conexiones", and writing skills are developed through process writing, a multi-step writing process which entails composition writing, rewrites, journals, pop-quizzes, etc. You will also prepare and present a debate with other classmates. Because Spanish class is about the only place where you can practice listening and speaking, class attendance is critical. All students in a BA, BFA of BIS degree program in the CLA must take the Language Proficiency Exam (LPE) as a requirement of the course, unless they have already passed the LPE in this or another language. The Partially Online course typically meets three days a week, Monday, Wednesday and Thursday. All sections meet every day the first week of instruction. However, the class will occasionally meet on Tuesdays and/or Fridays for exams, projects, and other special circumstances. NOTE: Students are not to schedule other classes or work during this period because some weeks classes will meet all five days and the instructors expect those 50-minute sections to be available for Spanish on short notice. The web activities are to be done outside of the classroom. Style: 10% Lecture. 60 - 70% discussion; 20 - 30% listening, writing, testing for comprehension and vocabulary, and peer editing
Grading: 50% quizzes, 10% class participation, 5% laboratory evaluation. 15% written composition; 10% round-table discussion; 10% debate
Exam Format: Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items; Encourage the use of natural language by using short answers, short/long essays. 1 debate

Span 1004 Intermediate Spanish
5 credit(s);1003 or EPT placementCredit will not be granted if credit has been received for: SPAN 1014;
Instructor: Castro,Cristina Isabel
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Speaking/comprehension. Developing reading/writing skills based on materials from Spain/Spanish America. Grammar review. Compositions, oral presentations.
Style: Online
Grading: See attached syllabus

Span 1004 Intermediate Spanish
5 credit(s);1003 or EPT placementCredit will not be granted if credit has been received for: SPAN 1014;
Instructor: Sanchez-Vargas,Adriana Ximena
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Speaking/comprehension. Developing reading/writing skills based on materials from Spain/Spanish America. Grammar review. Compositions, oral presentations.
Style: Online with handwritten exams and Language Proficiency Exams
Grading: 20% mid exam, 20% final exam, 6% quizzes, 20% additional semester exams, 4% class participation. -My Spanish Lab activities (5%) -2 Mesas Redondas (15%) -Final oral interview (10%) -Language Proficiency Exam (LPE; on-campus, by appointment) (15%)
Exam Format: Supervised, in-person exams.

Span 1022 Alternate Second-Semester Spanish
5 credit(s);Placement above 1001Credit will not be granted if credit has been received for: SPAN 4002;
Instructor: STAFF
Description: This class is a first year Spanish course developed for students with previous language experience. The instruction and context are delivered by a combination of in class meetings and a wide range of online activities. The different online components were designed to help you become a more successful language learner by giving you the opportunity to explore different learning modes independently and to provide more exposure to the Spanish language. You will have the opportunity to experience different accents and regional variations, not just your instructor's, as well as a wealth of other authentic materials that would not be readily accessible in a regular classroom. For that reason the course requires a considerable amount of independent work to be completed online outside of the classroom contact hours. The regular class typically meets four days a week and the Technology-enhanced sections typically meet three days a week. All sections meet every day the first week of instruction NOTE: Students are not to schedule other classes or work on the days that the classes do not meet because some weeks classes will meet all five days and the instructors expect those 50-minute sections to be available for Spanish on short notice. The web activities are to be done outside of the classroom. Style: 5% Lecture, 10% Discussion, 10% Laboratory. group work, reading and related activities
Grading: 20% final exam, 10% class participation, 10% laboratory evaluation, 25% other evaluation. unit exams,15% oral interview type evaluations, 10% written compositions and journals, 10% listening and workbook exercises
Exam Format: All quizzes and tests evaluate listening, reading, vocabulary, grammar & writing. A minimum of multiple choice & true-false items; encourage the use of natural language by using short answers and essays. Two oral interviews.

Span 1044 Intermediate Medical Spanish
Description: Course designed to help health care professionals and/or students pursuing health care field communicate with patients who speak Spanish. Basic Medical vocabulary, questions and answers in common medical situations, vocabulary and phrases to conduct patient interviews and medical history, vocabulary and conversation to conduct physical exams; understanding the Latin American view of health and health care. In terms of the grammatical aspects, the course covers same areas as Spanish 1004; therefore, students planning on taking Spanish 3015 will be prepared to do so. Besides in class activities, and for a better understanding of cultural aspects, students will perform individual work on WebCT and CD-ROM which concentrate on watching and listening, reading and writing about interviews of health care providers who work with Spanish speaking community, and interactions in the target language between doctors and patients. * Evaluation standards: Students will be evaluated on class participation, discussion of course content, exploration of cultural component, therefore class attendance is critical. Evaluation of communicative speaking, writing, listening and reading is done through exams, composition writing and presentation. Application of Learning Technologies: each week online discussion of questions based on readings. The discussion requires thought about how a theme is related to aspects of interaction with the Chicano/Latino population.

Style: 10% Lecture, 60% Discussion. language lab, listening, writing testing for comprehension and vocabulary and peer editing

Grading: 15% reports/papers, 50% quizzes, 10% in-class presentation, 15% class participation, 10% other evaluation. round table discussion

Exam Format: Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items; encourage use of natural language by using short answers, short /long reports

Span 1522 Spanish II
A-F only, 3 credit(s);
Instructor: Furness, Ryan C
Description: Student may contact the instructor or department for information.

Span 1522 Spanish II
A-F only, 3 credit(s);
Instructor: Henderson Vazquez, Teresa A
Description: Student may contact the instructor or department for information.

Span 2524 Spanish IV
A-F only, 3 credit(s);
Instructor: Furness, Ryan C
Description: Student may contact the instructor or department for information.

Span 3011 Spanish Communication Skills
4 credit(s);
Instructor: STAFF
Description: This class is designed to further develop and strengthen language skills by integrating in a meaningful and "real world" fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will write summaries of lectures given by native speakers, two papers and reader's journals. They will give an oral presentation and read a variety of texts. The class will employ diverse learning techniques -- grammar review, audio exercises, paired work, small group work, all-class discussions, peer editing, and process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a major time commitment on the part of each student registered.

Style: 25% Lecture, 50% Discussion. 15% peer editing, 10% preparing and presenting projects

Grading: 20% mid exam, 20% quizzes, 10% in-class presentation, 10% class participation. 15% compositions and portfolio. 10% paper, 10% reader's journal, 25% final paper

Exam Format: Essays and short answers written in Spanish, together with grammar sections.

Span 3015 Spanish Composition and Communication
4 credit(s); 1004 or 1014 or 1044, LPE pass Credit will not be granted if credit has been received for: SPAN 3015H;
Instructor: STAFF
Description: Spanish 3015 is the first of the upper division sequence for Spanish majors and minors. To enroll in this class, a student must have successfully completed Spanish 1004 or Spanish 1014 or Spanish 1044 and a "High Pass" on the LPE is highly recommended. Students who have not taken Span 1004 (or equiv.) at the University of Minnesota must achieve a "high pass" on the LPE to enroll in Spanish 3015. This class is designed to further develop and strengthen the language skills acquired in the foundation courses. Rather than separating the internal disciplines inherent in second language study, this course seeks to integrate in a meaningful and "real world" fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will generate a series of
creative and original compositions and will read a variety of texts from both Spain and Latin America. The class will employ diverse learning techniques -- grammar review, audio tape exercises, paired work, small group work, all class discussions, oral presentations, peer editing, process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a major time commitment on the part of each student registered.

**Style:** 25% Lecture, 50% Discussion. 15% peer editing, 10% preparing and presenting projects

**Grading:** 15% class participation. 5% participation in peer editing groups, 30% compositions and portfolio, 20% examinations, 10% reader's journal, 10% round-table discussion, 10% final research paper

**Exam Format:** Essays and short answers written in Spanish, together with grammar sections.

**Span 3015H Spanish Composition and Communication**

A-F only, 4 credit(s);[1004 or 1014 or 1044], LPE pass, Honors studentCredit will not be granted if credit has been received for: SPAN 3015;

Instructor: Orive-Abad MA,Begona

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

**Span 3022 Advanced Business Spanish**

4 credit(s);3015 credit will not be granted if credit received for: Tldo 3022, 3023Credit will not be granted if credit has been received for: TLDO 3023;

Instructor: Arbino,Daniel

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

**Span 3044 Advanced Medical Spanish**

4 credit(s);

Instructor: Lopez,Maria Emilce

Description: This course is designed to further develop and strengthen the linguistic skills and cultural awareness students have been exposed to and acquired in Intermediate Medical Spanish 1044 (Span1044). This higher language and culture level course, is designed to train health care professionals and/or Spanish Studies majors/ minors to communicate more effectively in linguistic and cultural terms with Spanish speaking patients. Students will explore more advanced and specific medical vocabulary, communication strategies and related cultural aspects. The goal is targeted to: improve conducting patient interviews and medical history, using vocabulary and conversation to conduct physical exams; and to better understand Latin American views on health and health care. The course applies a variety of communicative tasks to address learning skills, uses technology, and promotes discussion. Students are to read course related articles and perform assignments on Web-CT about CD-ROM segments outside of class. Web-CT activities focus on vocabulary, listening, reading, writing, and discussion. CD-ROM features videotaped interviews of a significant number of health care providers who work with the Spanish speaking immigrant community and the unique opportunity to get perspectives on health related issues from Chicano/Latino immigrants in the Twin Cities. These exercises are intended to expose different captured views on health and health care, promote cultural awareness and cultural sensitivity.

Grading: 20% class participation, 15% other evaluation. compositions and portfolio, 5% participation in peer editing groups; 20% examinations; 10% web-CT activities and homework; 10% final research paper


**Span 3104W Introduction to the Study of Hispanic Literatures**

A-F only, 3 credit(s);3015, Spanish [major or minor]or Span-Port majorCredit will not be granted if credit has been received for: TLDO 3104W;Meets CLE req of Literature; meets CLE req of Writing Intensive

Instructor: STAFF

Description: This course aims to introduce students to basic concepts of literary criticism and analysis through reading, discussing and writing about a variety of texts in Spanish. These will broadly represent a range of genres, periods, and styles. As this a writing-intensive course, it will include regular practice of composition and revision of written Spanish as a means of interpreting and responding to literary texts.

**Span 3105W Introduction to the Study of Hispanic Cultures**

3 credit(s);Meets CLE req of Writing Intensive

Instructor: STAFF

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

**Span 3107W Introduction to the Study of Hispanic Linguistics**

3 credit(s);3015, Spanish [major or minor] or Span-Port majorCredit will not be granted if credit has been received for: TLDO 3107W;Meets CLE req of Writing Intensive

Instructor: STAFF

Description: Student may contact the instructor or department for information.
Span 3212 Discourses of Modern and Contemporary Spain, 1800-Present
3 credit(s);
Instructor: STAFF
Description: In this class we will study the social and political transformation that occurred in Spain after the country finished 40 years of dictatorship under the General Francisco Franco. Taking Spain as the case study, this course will address the differences between totalitarian systems and democracies. We will also focus on the rules that guide the transition from one political system to another and the consequences that these transitional processes have on the emerging democracy. Students will be introduced to the organizational bases of contemporary Spanish democracy and development of brochure; 20% class participation and other class assignments such as discussion of readings and unit papers; average weekly reading - 25 pages

Grading: 40% Discussion. student centered culture and special purpose language activities.
50% other evaluation. Written reports and journals, online writing activities based on CD-ROM interviews, and development of brochure; 20% class participation and other class assignments such as discussion of readings and unit vocabulary quizzes, 30%

Span 3222 Discourses of Modern and Contemporary Latin America
3 credit(s);3015, [3104W or TLDO 3104 or VENZ 3104 or instr consent ]Credit will not be granted if credit has been received for: TLDO 3222;
Instructor: Marrero-Fente,Raul A
Description: The purpose of this course is to organize a discussion around the issues of nation building and modernization in Latin America through the study of representative 19th-century authors. The selected materials are essential documents of their times, and often influential statements about the history, identity, and culture of the region. Through a close examination of essays, novels, short stories, poems, and other texts students are able to appreciate their cultural legacy and to understand the socio-historical context and the intellectual forces that shaped Latin America.
Topics include: the relationship between the global economic system and emigration from Latin America, entry into the U.S. for immigrants with and without documents, federal immigration law, immigration reform, and Latino economic and cultural contributions to the U.S. Students reflect on the societal and individual responsibility to create more inclusive and just political, economic, and educational systems. They are challenged to define and defend their opinions by analyzing systems of social power and privilege in each topic covered. Students will be expected to connect what they are learning to their lives and to the world around them. Students do 33 hours of community service with Latino immigrants; 5 hours of a class project; Students meet 1 time per week for 2.5 hours in a discussion seminar; No tests; Reflection and persuasive papers; average weekly reading - 25 pages

Grading: 20% final exam, 15% in-class presentation, 15% class participation. Ensayo # 1/# 2, 15% @; Examen I, 20%

Span 3401 Latino Immigration and Community Service
A-F only, 3 credit(s);Meets CLE req of Civic Life and Ethics
Instructor: Ganley,Kathleen Marie
Description: In this service-learning course, students reflect on personal and societal ethics as they analyze U.S. power structures associated with emigration from Latin America and issues confronting societies with a rapid demographic change such as has been the case with Latino immigration in the U.S. Students have many opportunities to engage in dialogue with Latino immigrants in their service, a class project and numerous class visits to community organizations. Topics include: the relationship between the global economic system and emigration from Latin America, entry into the U.S. for immigrants with and without documents, federal immigration law, immigration reform, and Latino economic and cultural contributions to the U.S. Students reflect on the societal and individual responsibility to create more inclusive and just political, economic, and educational systems. They are challenged to define and defend their opinions by analyzing systems of social power and privilege in each topic covered. Students will be expected to connect what they are learning to their lives and to the world around them. Students do 33 hours of community service with Latino immigrants; 5 hours of a class project; Students meet 1 time per week for 2.5 hours in a discussion seminar; No tests; Reflection and persuasive papers; average weekly reading - 25 pages

Span 3404 Medical Spanish and Community Health Service
3 credit(s);
Instructor: Lopez,Maria Emilce
Description: Description: Medical Spanish and Community Health Service, an advanced language and culture course, is designed to train Spanish Studies majors/ minors to create materials for effective communication with and education of Spanish-speaking patients. In addition, Span 3404 has a service-learning component in which students apply academic knowledge to work done with community health care partners that serve the Chicano/Latino population. It should be noted, however, that students in Span 3404 will but not be involved in direct patient health care.
Style: 40% Discussion. student centered culture and special purpose language activities.
Grading: 50% other evaluation. Written reports and journals, online writing activities based on CD-ROM interviews, and development of brochure; 20% class participation and other class assignments such as discussion of readings and unit vocabulary quizzes, 30%

Span 3502 Modern Spain
3 credit(s);
Instructor: Calvo,Maria Antonia
Description: In this class we will study the social and political transformation that occurred in Spain after the country finished 40 years of dictatorship under the General Francisco Franco. Taking Spain as the case study, this course will address the differences between totalitarian systems and democracies. We will also focus on the rules that guide the transition from one political system to another and the consequences that these transitional processes have on the emerging democracy. Students will be introduced to the organizational bases of contemporary Spanish democracy and
through the case of Spain the course will tackle important debates in place today in democratic societies. The class will be structured around a weekly topic and the material will be covered through lecture and class debate. Each week the professor will introduce the topic followed by class discussion of the assigned readings. Five specific questions will be identified for every topic to organize the class discussions and the subsequent writing assignments. Students will be required to work individually and in groups and use a variety of media. Student evaluation will be based on weekly assignments, four quizzes and a final exam. The grade will be determined by: class participation, assignments and presentations 40%; four quizzes 40%; final exam 20%.

**Grading:** Student evaluation will be based on weekly assignments, four quizzes and a final exam. The grade will be determined by: class participation, assignments and presentations 40%; four quizzes 40%; final exam 20%.

---

**Span 3510 Issues in Hispanic Cultures: The Politics of Human Rights in Mexico**
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Ansolabehere,Karina Mariela
**Description:** Student may contact the instructor or department for information.

**Span 3510 Issues in Hispanic Cultures**
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Hamilton,Michelle Marie
**Description:** Student may contact the instructor or department for information.

**Span 3512 Modern Latin America**
A-F only, 3 credit(s);
Instructor: Hanneken,Jaime Elizabeth
**Description:** Span 3512 is a survey of the major discourses of modernity that helped to shape Latin America from the wars of independence to the 1970s. We will examine the idea of modernity through its evolution during this period through primary and secondary literary texts and film, as well as through supporting critical and historical readings. Our readings and course materials will focus on the following historical/discursive phenomena: 1. Contradictions of Modernity: The Enlightenment and the Idea of Latin America 2. Contradictions of Modernity: Capitalism and Slavery 3. Pampa and Progress 4. Cronica and modernismo 5. Democratization of Culture: Mexican Revolution, Rumba, Bolero 6. Anti-Imperialism Course requirements include written, take-home midterm exam, oral final exam, final essay of 8-10 pages, and an in-class presentation or course guide.
**Style:** 30% Lecture, 30% Discussion, 30% Small Group Activities, 10% Student Presentation.

**Span 3606 Human Rights Issues in the Americas**
3 credit(s);
Instructor: Forcinito,Ana
**Description:** Spring 2013 with Prof. Ana Forcinito Memory, Human Rights and Cultural Practices in the Southern Cone This course will examine the re-democratization process of three countries in the Southern Cone: Chile, Argentina and Uruguay and will focus on the relationship between human rights and cultural and artistic practices. We will study the culture of human rights from an interdisciplinary perspective. We will focus on literary texts, theater plays, testimonial literature, art, and film as well as critical readings form different disciplines. We will also discuss memory struggles in relation to human rights demands, and the most important debates about the politics of memory in each of the national scenarios. We will study the role of truth commissions, the transformations in the scenario of the law, and the impunity laws, as well as trials and struggles for justice, and the most important cases of human rights violations. We will also examine some of the most important cultural debates about issues such as memory and witnessing, trauma and writing, testimonio and truth, the representation of atrocities, and the role of the artistic practices in the affirmation of human rights.

**Span 3653 Contemporary Latino and Latin American Drama Written in English**
3 credit(s);
Instructor: Ramos-Garcia,Luis A
**Description:** A wide variety of Latino groups have used the stage to explore identity issues in a public forum and have developed non-traditional approaches which have altered the nature, quality and substance of recent theater in the United States. Off-Broadway, regional troupes, and groups such as the "Teatro Campesino", "Gala Theater" (Latin American exiles in the U.S.), "Ollantay" (Cuban-American marginal theater), "Avante", "Su Teatro" (Mexican-American), and the "Puerto Rican Traveling Theater" (Nuyorican), have attempted to break the hegemony of the mainstream theater by addressing the audience's desire 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.
**Grading:** 10% in-class presentation, 15% class participation. 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
3 credit(s); 3105, [3107W or TLDO 3107 or VENZ 3107 or instr consent ]Credit will not be granted if credit has been received for: SPAN 3702H;
Instructor: Ocampo, Francisco Antonio
Description: This course is an introduction to the morphology and syntax of Spanish. The goal of the course is to improve written Spanish by developing the ability to analyze words and sentences. Consequently, much of the course work will be devoted to practice syntactic analysis of Spanish sentences taken from literary texts. Students will develop the ability to identify the different morphological and syntactic components of Spanish. They will also be able to manipulate morphosyntactic notions such as morpheme, noun, adjective, subject, direct object, adverbial clause. Text: Excerpts from various authors

Span 3800 Film Studies in Spanish
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Ferran, Ofelia
Description: The Films of Pedro Almodovar In this course, we will study the films of contemporary Spanish director Pedro Almodovar. We will trace the evolution of his filmic production, analyzing recurrent themes and cinematic strategies as well as changes in style and topics, from the beginning of his career in the "Movida Madrileña" in the early 1980's up to today.
Grading: Students will have to write a research paper on one of Almodovar's movies.

Span 3910 Topics in Spanish Peninsular Literature: Cervantes and Culture of Crisis of Baroque Spain
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Spadaccini, Nicholas
Description: Topic: Cervantes, the Power of Language, and the Contestation of Authority
This course focuses on the experimental writing of Miguel de Cervantes, highlighting the kinds of deconstructive strategies used to contest well-known literary, social, political, and cultural practices and beliefs. Those features might be said to have contributed to the extraordinary currency of his work among multiple generations of readers, from the early 1600s to contemporary times. Toward this end, we shall analyze and discuss his great novel DON QUIJOTE, as well as PEDRO DE URDEMALAS (a three-act play) and EL RETABLO DE LAS MARAVILLAS (a brilliant, one-act comic interlude or entremes). In discussing DON QUIJOTE we shall keep in mind that Cervantes is a creator of fictions, a consummate practitioner of the language of relativity and ambiguity whose work provides a space for reflection on both the process of writing stories and on the re-writing or interpretation of the same through the intervention of readers who participate in the construction of meaning. Regarding his plays, one can say that they are also marked by a high degree of self-reflexivity, as they lay bare the illusion-making devices of the theater at a time when the public stage had been monopolized by a conservative "culture industry" through the comedia nueva (which tended to reinforce social myths) and religious plays (autosacramentales) whose function was to both entertain the audience and solidify the teachings of the post-Tridentine Church. This course will provide Spanish undergraduate majors and minors with an opportunity to read and discuss the work of a great writer who continues to have extraordinary currency in many of our contemporary debates about cultural issues. Required Reading: -- DON QUIJOTE DE LA MANCHA, 2 vols. Ed. Tom Lathrop. Newark, Delaware; Juan de la Cuesta, 1998. (This reasonably priced edition has been prepared and annotated for American undergraduates). -- Annotated editions (with good introductions) of PEDRO DE URDEMALAS and EL RETABLO DE LAS MARAVILLAS -- Introductions to above-mentioned editions, plus 5-6 critical/ theoretical essays selected by the instructor.
Style: 50% Lecture, 40% Discussion, 10% Student Presentation.
Grading: 30% mid exam, 40% final exam, 15% in-class presentation, 15% class participation. 30%-A mid-semester take-home examination (two essays) 40%-A take-home final examination (two essays) --Each essay should be five pages in length (double-spaced) --Questions for exams provided approximately two weeks prior to due date
Exam Format: Essays

Span 3920 Topics in Spanish-American Literature
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: Marrero-Fente, Raul A
Description: Student may contact the instructor or department for information.

Span 3972W Graduation Seminar
A-F only, 3 cr of 3xxx, instr consent Credit will not be granted if credit has been received for: SPAN 3972V; Meets CLE req of Writing Intensive
Instructor: Spadaccini, Nicholas
Description: Student may contact the instructor or department for information.
A-F only, 3 credit(s); 31 cr of 3xxx, instr consent Credit will not be granted if credit has been received for: SPAN 3972V; Meets CLE req of Writing Intensive
Instructor: Face, Timothy L
Description: Student may contact the instructor or department for information.

Span 4002 Beginning Spanish
2 credit(s); Grad student Credit will not be granted if credit has been received for: SPAN 1022;
Instructor: Brown, Cecily F
Description: Student may contact the instructor or department for information.

Span 4003 Intermediate Spanish
2 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Span 4004 Intermediate Spanish
2 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Span 4022 Alternate Second-Semester Spanish
2 credit(s); Grad student Credit will not be granted if credit has been received for: SPAN 1002;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Span 5109 The Crisis of the Old Regime: Spanish Literature of the Enlightenment and Romanticism
3 credit(s);
Instructor: STAFF
Description: This class is an overview of 18th- and 19th-century Spanish culture from 1775 to 1900. It focuses on the evolution of literature and the arts during the periods of the Enlightenment, Romanticism, and Realism/Naturalism. We will examine a variety of texts from different genres (theatre, poetry, short story, novel) and place them in their literary and historical contexts, in an attempt to describe Spain's uneven transition from the Old Regime to modernity. The list of authors includes Ramon de la Cruz, Moratin, Mesonero Romanos, Larra, Duque de Rivas, Espronceda, Becquer, Galdos, Pardo Bazan, and Clarin.

Span 5528 Latin American Cultural Integration in the Neocolonial Order
3 credit(s);
Instructor: Hanneken, Jaime Elizabeth
Description: Literary Ethnography in Twentieth-Century Latin America This course examines the influence of ethnography on the development of Latin American literary production during the first half of the twentieth century. The emergence in Europe of ethnological and anthropological fields of which Latin American intellectuals were often students and contributors inspired a new reticulate through which to revalorize the importance of African and indigenous cultures in the region's colonial and postcolonial legacies. During the semester we will examine Latin American texts from a wide range of genres (essays, poetry, and novels, as well as properly ?anthropological? works) all informed to some degree by an ethnographic view, as well as visual and textual artifacts of their European antecedents and interlocutors. Reading this dialogue from both sides of the Atlantic will allow us to undertake a critical analysis of neoimperial discourses of eugenics, primitivism, surrealism, and various nativisms across lines of coloniality, interrogating the ways in which they are rejected, reproduced, or refashioned by Latin American writers.

Span 5701 History of Ibero-Romance
3 credit(s);
Instructor: Ocampo, Francisco Antonio
Description: A study of the origins and development of the Ibero-Romance languages with emphasis on the evolution of Spanish, compared and contrasted with the other languages of the Iberian Peninsula. The general problem of linguistic change will be examined. Phonetic/phonological, and morphological issues will be studied in four stages: (1) Latin, (2) late Latin, (3) medieval Spanish, and (4) modern Spanish. Students taking this course must be familiar with articulatory phonetics terminology. For those students that do not meet this condition, the following reading is strongly recommended prior to taking the course: Antonio Quilis & Joseph Fernandez, "Curso de fonetica y fonologia espanolas" Madrid: Consejo Superior de Investigaciones Cientificas, 1990, (ch 1-3, 5-12). Elementary knowledge of classical Latin, although not required, will be highly beneficial. The target audience is graduate students. Required text: Paul M. Lloyd, "Del Latin al Espa?ol, Fonologia y morfologia historicas de la lengua espa?ola", Madrid: Gredos; as well as excerpts from various authors.
Span 5718 Spanish Language Contact
3 credit(s);
Instructor: Klee, Carol Anne
Description: Student may contact the instructor or department for information.

Span 5970 Directed Readings
1-4 credit(s), max credits 9, 9 completions allowed;
Instructor: STAFF
Description:

Span 8900 Spanish Seminar
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Forcinito, Ana
Description: Student may contact the instructor or department for information.

Spanish and Portuguese 214 Folwell Hall

SpPt 3256 Latin American Cultural Discourse
3 credit(s); SPAN 3015 Credit will not be granted if credit has been received for: SPPT 3256H;
Instructor: STAFF
Description: This course will focus on Latin American short stories, from Brazil and from Spanish-speaking countries. Discussions will center around three main areas: (a) important and challenging themes, including the body, relationships, sex, repression, death, justice, childhood, parenthood, loss and social conflicts; (b) formal aspects, such as space, time, vocabulary, point of view; (c) contextual elements, including patriarchal society, authoritarian politics, conservative modernization and post-colonial culture. Some classes will be dedicated to the study of the double, literary fragmentation and the problem of realism. Short stories included in the course are by such writers as Jorge Luis Borges, Julio Cortazar, Roberto Bolaño, Clarice Lispector, and Caio Fernando Abreu. More recent writers, who emerged during the last ten years, will be also considered. In addition to short stories, other cultural productions—film, music, fine arts—will be occasionally considered. Students will be required to give regular oral presentations on primary and/or secondary readings and write three 5-7 page short papers in Portuguese or Spanish. Combined SpPt majors must do all coursework in Portuguese.

Speech-Language-Hearing Sciences 115 Shevlin Hall

SLHS 1301V Physics & Bio Honors
A-F only, 4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Introduction to the physics and biology of spoken language; the talker’s production of sounds and words; transmission of sound; the listener’s perception of what was heard; and computer analysis and synthesis of speech. Lectures will be supported by computer animations that show, in slow motion, rapidly changing dynamic events in acoustics, by on-line computer analysis of speech, and by laboratory sessions. Objectives: 1) Provide students who have a limited physics and biology background with an introduction to the physics and biology of spoken language, a field that is not only interesting, but of considerable social importance because of the dominant role that speech, language, and hearing play in society; and 2) Introduce students to recent technological advances associated with spoken language such as digital signal processing systems and speech recognition techniques. The trek through history will begin with Kratzenstein, who designed the first speech synthesizer in 1179, and end with an examination of the ways in which current research from disciplines such as physics, biology, psychology, linguistics, speech and hearing science, and so forth contributes to our understanding of the physics and biology of spoken language.
Style: 60% Lecture, 40% Discussion.
Grading: 50% mid exam, 25% final exam, 25% laboratory evaluation.
Exam Format: multiple choice

SLHS 1301W The Physics and Biology of Spoken Language
4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive
Instructor: STAFF
Description: Introduction to the physics and biology of spoken language; the talker’s production of sounds and words; transmission of sound; the listener’s perception of what was heard; and computer analysis and synthesis of speech. Lectures will be supported by computer animations that show, in slow motion, rapidly changing dynamic events in
acoustics, by on-line computer analysis of speech, and by laboratory sessions. Objectives: 1) Provide students who have a limited physics and biology background with an introduction to the physics and biology of spoken language, a field that is not only interesting, but of considerable social importance because of the dominant role that speech, language, and hearing play in society; and 2) Introduce students to recent technological advances associated with spoken language such as digital signal processing systems and speech recognition techniques. The trek through history will begin with Kratzenstein, who designed the first speech synthesizer in 1179, and end with an examination of the ways in which current research from disciplines such as physics, biology, psychology, linguistics, speech and hearing science, and so forth contributes to our understanding of the physics and biology of spoken language.

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

**Grading:** 50% mid exam, 25% final exam, 25% laboratory evaluation.

**Exam Format:** multiple choice

---

**SLHS 1302 Rate Your World: Quantifying Judgments of Human Behavior**

3 credit(s); Meets CLE req of Mathematical Thinking

**Instructor:** STAFF

**Description:** This course will allow students with little mathematics background to learn basic quantitative methods as they apply to measuring human behavior. Introductory mathematical principles will be applied to measuring behaviors such as: rating personality and attention, evaluating infant speech perception, studying opinion polls, measuring voice and sound, and quantifying speech recognition through cochlear implants. Material will be presented using a mixture of lecture and hands-on activities in class. Mid-term and final examinations will focus on lecture material. In-class activities will be analyzed and written into short reports.

**Style:** 40% Lecture, 30% Discussion, 30% Laboratory.

**Grading:** 25% mid exam, 25% final exam, 50% reports/papers.

---

**SLHS 1401 Communication Differences and Disorders**

3 credit(s); Credit will not be granted if credit has been received for: SLHS 3401; Meets CLE req of Social Sciences

**Instructor:** STAFF

**Description:** Human communication is a complex interpersonal process that involves speech, language, and hearing. These three aspects of communication are made up of neurological, cognitive, sensory, anatomical, and physiological components, which come together and develop within social contexts. Functional communication skills are necessary to successfully participate in all aspects of society and any breakdown in speech, language or hearing will have an impact on one's daily life at home, school, work, and/or community settings. In order to determine if a communication disorder exists, we need to have a clear understanding of what constitutes "normal" communication. The definition of what is normal or acceptable speech, language, and hearing behavior may vary according to age, gender, language or dialectal background, and culture. Thus, these factors must be considered when identifying and treating communication disorders. This course will survey a range of communication disorders affecting children and adults, and will explore the origin, assessment, and treatment of these disorders within the context of normal human variation. Reference to the professional fields of speech-language pathology and audiology will be given throughout the semester.

---

**SLHS 1402 The Talking Brain**

3 credit(s); Meets CLE req of Social Sciences

**Instructor:** Zhang, Yang

**Description:** This ENTRY-LEVEL course deals with a quintessential aspect of human nature - how the brain supports language. Topics include (a) basic knowledge on anatomy and physiology of neural network involved in producing and understanding speech and language, (b) basic knowledge on the acoustic features of spoken language and sound patterns of language, (c) basic knowledge on the structure of language and language acquisition, (d) modern brain research techniques and the hot topics in cognitive neuroscience of language and music, (e) Research findings from normal populations (the developing brain, mature brain, aging brain, bilingual brain) and clinical populations (aphasia, amusia, dyslexia, central auditory processing disorder, autism spectrum disorder, language-specific impairment). Theoretical importance, empirical limitation, and societal impacts of the research findings will be discussed. Sample syllabus is available at: http://zhanglab.wikidot.com/teaching

**Style:** 60% Lecture, 5% Film/Video, 10% Discussion, 10% Laboratory, 5% Small Group Activities, 10% Demonstration.

**Grading:** 25% mid exam, 25% final exam, 30% reports/papers, 10% quizzes, 10% class participation.

---

**SLHS 3303 Language Acquisition and Science**

3 credit(s);

**Instructor:** Finestack, Lizbeth Haller

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

---

**SLHS 3304 Phonetics**

3 credit(s); Credit will not be granted if credit has been received for: SLHS 5304;

**Instructor:** Gerlach, Sharon Ruth

**Description:** Student may contact the instructor or department for information.
SLHS 3306 Hearing Science
3 credit(s);
Instructor: Schlauch, Robert S
Description: Student may contact the instructor or department for information.

SLHS 3306 Hearing Science
3 credit(s);
Instructor: Svec, Adam
Description: Student may contact the instructor or department for information.

SLHS 3401 Communication Differences and Disorders
3 credit(s); Credit will not be granted if credit has been received for: SLHS 1401; Meets CLE req of Social Sciences
Instructor: STAFF
Description: Human communication is a complex interpersonal process that involves speech, language, and hearing. These three aspects of communication are made up of neurological, cognitive, sensory, anatomical, and physiological components, which come together and develop within social contexts. Functional communication skills are necessary to successfully participate in all aspects of society and any breakdown in speech, language or hearing will have an impact on one's daily life— at home, school, work, and/or community settings. In order to determine if a communication disorder exists, we need to have a clear understanding of what constitutes "normal" communication. The definition of what is normal or acceptable speech, language, and hearing behavior may vary according to age, gender, language or dialectal background, and culture. Thus, these factors must be considered when identifying and treating communication disorders. This course will survey a range of communication disorders affecting children and adults, and will explore the origin, assessment, and treatment of these disorders within the context of normal human variation. Reference to the professional fields of speech-language pathology and audiology will be given throughout the semester.

SLHS 3402V Major Project in Speech-Language-Hearing Sciences
A-F only, 3 credit(s), max credits 6; Meets CLE req of Writing Intensive
Instructor: Kennedy, Mary R T
Description: Student may contact the instructor or department for information.

SLHS 3402W Major Project in Speech and Hearing Science
S-N only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Kennedy, Mary R T
Description: This course is a workshop wherein you will write your Senior Paper, as required by the College of Liberal Arts at the University of Minnesota. The primary goals of this course are to guide you through the process of writing in SLHS, while experiencing the relevance and importance of the topic you have chosen. This is a writing intensive course and as such, you will complete your senior project paper. Our philosophy is that all writers, no matter how experienced, benefit from the content covered in this course. Thus, you will engage in two types of writing: technical, scientific writing and reflective writing.
Style: 20% Lecture, 30% Discussion, 30% Small Group Activities, 20% Service Learning.
Grading: 60% reports/papers, 10% journal, 10% class participation. 20% based on meeting the service learning requirements

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Carney, Arlene Earley
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Schlauch, Robert S
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Windsor, Jennifer
SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Reichle, Joe E
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Kennedy, Mary R T
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Nelson, Peggy B
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Kohnert, Kathryn
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Munson, Benjamin
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Watson, Peter J
Description: Student may contact the instructor or department for information.

SLHS 3555H Honors Thesis
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;
Instructor: Zhang, Yang
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Carney, Arlene Earley
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Angerman, Sarah Kay
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Deruiter, Mark
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Finestack, Lizbeth Haller
Description: Student may contact the instructor or department for information.
Instructor: Schlauch, Robert S
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Windsor, Jennifer
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Reichle, Joe E
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Kennedy, Mary R T
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Nelson, Peggy B
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Munson, Benjamin
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Watson, Peter J
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Zhang, Yang
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Rao, Aparna
Description: Student may contact the instructor or department for information.

SLHS 3994 Directed Research
1-12 credit(s), max credits 24;
Instructor: Sasisekaran, Jayanthi
Description: Student may contact the instructor or department for information.

SLHS 4802 Rehabilitative Audiology
3 credit(s);
Instructor: Rao, Aparna
Description: This course will provide a basic orientation to audiologic (re)habilitation for children, adults and elderly adults who are hard of hearing or deaf. Topics will include impact of hearing loss on the individual and family, assessment procedures used to plan effective interventions and case studies. (Re)habilitation strategies covered will include amplification, assistive listening devices, cochlear implants, counseling, communication training, and educational/vocational programs.
Style: 50% Lecture, 15% Film/Video, 15% Discussion, 10% Small Group Activities, 10% Demonstration.
Grading: 20% mid exam, 20% final exam, 20% special projects, 20% quizzes, 20% laboratory evaluation.

SLHS 5502 Voice and Cleft Palate
Description: Students taking this course will be expected to achieve the following learning outcomes: I) Learner outcomes for voice disorders - Identify the structures and normal function of voice production; Define and identify disorders of the voice; Describe how the normal structures and function of voice production may change with the different voice disorders; Describe different approaches to voice assessment and intervention utilizing your knowledge of normal structures and function. II) Learner outcomes for cleft palate - Identify the components and general function of the velopharyngeal mechanism; Describe the basic genetic and embryological development as it relates to craniofacial disorders; Describe the basic medical-surgical procedures involved in individuals with craniofacial anomalies; Describe the assessment and intervention strategies of communication disorders related to cleft palate.

Style: 80% Lecture, 20% Discussion.
Grading: 40% mid exam, 40% final exam, 20% other evaluation. Inservice Project
Exam Format: multiple choice and essay

SLHS 5503 Dysphagia and Motor Speech Disorders
3 credit(s);
Instructor: Poluha, Patricia Catherine
Description: This course focuses on the evaluation and management of swallowing disorders and motor speech disorders across the life span. You will learn about the physiology and neural control of normal swallowing, the theories of swallowing, and the causes of swallowing disorders. You will obtain hands-on experience performing a clinical swallow evaluation and you will become familiar with other diagnostic procedures. You will learn how to establish appropriate interventions for individuals with swallowing disorders. In the second part of the course you will learn how to differentially diagnose the dysarthrias and apraxia of speech. You will learn how to evaluate and plan intervention for individuals with motor speech disorders.
Style: 45% Lecture, 20% Film/Video, 5% Small Group Activities, 15% Demonstration, 5% Field Trips, 10% Guest Speakers.

SLHS 5503 Dysphagia and Motor Speech Disorders
3 credit(s);
Instructor: Sasisekaran, Jayanthi
Description: This course focuses on the evaluation and management of swallowing disorders and motor speech disorders across the life span. You will learn about the physiology and neural control of normal swallowing, the theories of swallowing, and the causes of swallowing disorders. You will obtain hands-on experience performing a clinical swallow evaluation and you will become familiar with other diagnostic procedures. You will learn how to establish appropriate interventions for individuals with swallowing disorders. In the second part of the course you will learn how to differentially diagnose the dysarthrias and apraxia of speech. You will learn how to evaluate and plan intervention for individuals with motor speech disorders.
Style: 45% Lecture, 20% Film/Video, 5% Small Group Activities, 15% Demonstration, 5% Field Trips, 10% Guest Speakers.

SLHS 5605 Language and Cognitive Disorders in Adults
3 credit(s);
Instructor: Kennedy, Mary R T
Description: Student may contact the instructor or department for information.

SLHS 5606 Introduction to Augmentative and Alternative Communication
3 credit(s);
Instructor: Hyppa, Jolene K
Description: Student may contact the instructor or department for information.

SLHS 5608 Clinical Issues in Bilingualism and Cultural Diversity
A-F only, 3 credit(s);
Instructor: Derr, Ann C
Description: Student may contact the instructor or department for information.

SLHS 5804 Cochlear Implants
A-F only, 3 credit(s);
Instructor: Rao, Aparna
Description: Student may contact the instructor or department for information.

SLHS 5820 Clinical Research and Practice: Grand Rounds
S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;
Instructor: Schlauch, Robert S
Description: Student may contact the instructor or department for information.

SLHS 5830 Clinical Foundations in Audiology
S-N only, 1-8 credit(s), max credits 24, 24 completions allowed;
Instructor: Rao, Aparna
Description: Student may contact the instructor or department for information.

SLHS 5993 Directed Study
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

SLHS 8430 Proseminar in Speech-Language-Hearing Sciences
S-N only, 1 credit(s), max credits 10, 10 completions allowed;
Instructor: Nelson, Peggy B
Description: Student may contact the instructor or department for information.

SLHS 8530 Seminar: Speech
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Zhang, Yang
Description: This seminar introduces brain imaging techniques for auditory neuroscience, speech and language research. Selected imaging methods, including electroencephalography and event-related potential (EEG/ERP), MEG (magnetoencephalography), OT (optical topography), and fMRI (functional Magnetic Resonance Imaging), are discussed. Students will gain basic knowledge of cognitive neuroscience of speech and language in four main areas: (a) theory, (b) experimental design, (c) data collection, analysis, and interpretation, and (d) issues for studying special populations. Basic tutorials on major imaging software packages include ASA, BESA, BrainVoyager, Neuromag, and EEGLAB. Research topics include speech perception, speech production, phonological processing, syntactic processing, semantic processing, language acquisition. Opportunities are also provided for students to gain hands-on experience in EEG/ERP research. More information about the facilities is available at the Zhanglab web site.
Style: 30% Lecture, 30% Discussion, 20% Laboratory, 20% Student Presentation.
Grading: 30% reports/papers, 30% in-class presentation, 20% class participation, 10% laboratory evaluation, 10% problem solving.

SLHS 8720 Clinical Education in Speech-Language Pathology
S-N only, 1-8 credit(s), max credits 24, 24 completions allowed;
Instructor: Deruiter, Mark
Description: Student may contact the instructor or department for information.

SLHS 8801 Audiologic Assessment II
3 credit(s);
Instructor: Schlauch, Robert S
Description: Student may contact the instructor or department for information.

SLHS 8802 Hearing Aids II
3 credit(s);
Instructor: Gregan, Melanie J
Description: Student may contact the instructor or department for information.

SLHS 8820 Clinical Education in Audiology
S-N only, 1-8 credit(s), max credits 24, 24 completions allowed;
Instructor: Deruiter, Mark
Description: Student may contact the instructor or department for information.

SLHS 8840 Audiology Externship
S-N only, 1-7 credit(s), max credits 7, 3 completions allowed;
Instructor: Deruiter, Mark
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Carney,Arlene Earley
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Angerman,Sarah Kay
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Deruiter,Mark
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Finestack,Lizbeth Haller
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Schlauch,Robert S
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Windsor,Jennifer
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Reichle,Joe E
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Kennedy,Mary R T
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Nelson,Peggy B
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Kohner,Knethryn
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Munson,Benjamin
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Watson,Peter J
Description: Student may contact the instructor or department for information.
SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Zhang,Yang
Description: Student may contact the instructor or department for information.

SLHS 8994 Directed Research
1-12 credit(s), max credits 18, 18 completions allowed;
Instructor: Sasisekaran,Jayanthi
Description: Student may contact the instructor or department for information.

Sport Management 220 Cooke Hall

SMgt 1701 Introduction to Sport Management
A-F only, 2 credit(s);
Instructor: Richardson PhD,Tiffany
Description: Scope/motive of the study of sport from sociological, psychological, historical, economic, and scientific perspective. Issues in sport.

SMgt 3111 Sports Facility and Event Management
A-F only, 3 credit(s);
Instructor: STAFF
Description: Aspects of managing sport facilities/events. Conceptualization of sports events. Event management planning process, budgeting, site selection, booking, ticketing, sponsorship.

SMgt 3143 Organization and Management of Sport
A-F only, 3 credit(s);
Instructor: Maturi,Joel
Description: Student may contact the instructor or department for information.

SMgt 3421 Business of Sport
A-F only, 3 credit(s);
Instructor: Allison JD,Rayla

SMgt 3421 Business of Sport
A-F only, 3 credit(s);
Instructor: Lisec,John Phillip Stephen
Description: Student may contact the instructor or department for information.

SMgt 3501 Sport in a Diverse Society
A-F only, 3 credit(s);Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: STAFF
Description: Relationship between sport and contemporary social institutions (politics, religion, economics, education, mass media). Emphasizes groups/individuals who have historically been marginalized or excluded from sport participation. Variables such as race, sex, social class, sexual orientation, physical (dis)abilities also emphasized.

SMgt 3501H Sport in a Diverse Society: Honors
A-F only, 3 credit(s);Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences
Instructor: Buyssse PhD,Jo Ann
Description: This course is designed to examine the pervasive and significant relationships between the social constructions of sport and physical activity to contemporary social institutions such as politics, religion, economics, education and mass media. It will introduce students to a broad perspective of social issues and social theory related to sport. In addition it will afford students the opportunity to critically explore and increase their understanding of how specific social categories such as age, gender, race, sex, social class, religion, sexual orientation and physical disabilities, intersect to influence participation and experiences of individuals within sport and physical activity contexts. In short, students will explore the “deeper game” through which sports and physical activities become an integral part of the social and cultural worlds in which we live. Students will develop critical thinking, reflection, reading, discussion and writing skills. A Service Learning component that connects theory to practice is a requirement in this course.
Style: 25% Lecture, 10% Film/Video, 20% Discussion, 10% Small Group Activities, 10% Student Presentation, 25%
SMgt 3601 Ethics and Values in Sport
A-F only, 2 credit(s);
Instructor: Schull, Vicki Denise
Description: Violence, demonstrative behavior, sportsmanship. Ethical issues in playing of sport and in management/governance of sport industry.

SMgt 3631 Sport Marketing
A-F only, 3 credit(s);
Instructor: STAFF
Description: Fundamental theories/issues in sport marketing, grounded in traditional marketing principles. Unique applications to sport business industry.
Style: 50% Lecture, 20% Discussion, guest speakers; 15% group projects
Grading: 20% mid exam, 30% final exam, 30% reports/papers, 10% special projects, 10% in-class presentation.
Exam Format: varied

SMgt 3632 Sport Sales and Fund-raising
A-F only, 3 credit(s);
Instructor: STAFF
Description: Foundation of revenue production in sport management. Necessary skills related to revenue production and sales processes as they apply to the business of sport.

SMgt 3861 Legal Aspects of Sport
A-F only, 3 credit(s);
Instructor: Allison JD, Rayla
Description: U.S. legal system, its structure/terminology. Sport legal aspects of contract law, statutory law, constitutional law, intellectual property, negligence, risk management. Managerial analysis, decision making.

SMgt 3881W Senior Seminar in Sport Management
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Presentations/discussions on sport-related topics of interest.

SMgt 3993 Directed Study in Sport Management
A-F only, 1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Buyse PhD, Jo Ann
Description: Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision

SMgt 3993 Directed Study in Sport Management
A-F only, 1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Allison JD, Rayla
Description: Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision

SMgt 3993 Directed Study in Sport Management
A-F only, 1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Ross PhD, Stephen
Description: Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision

SMgt 3993 Directed Study in Sport Management
A-F only, 1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Kihl PhD, Lisa A
Description: Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision

SMgt 3993 Directed Study in Sport Management
A-F only, 1-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Richardson PhD, Tiffany

Description: Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision.

SMgt 3996 Practicum: The Sport Experience
S-N only, 2-8 credit(s), max credits 8, 4 completions allowed;
Instructor: Richardson PhD, Tiffany
Description: Practical experience in one or more sport settings.

Statistics 313 Ford Hall

Stat 1001 Introduction to the Ideas of Statistics
4 credit(s); Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: Introduction to the Ideas of Statistics is a course that teaches the basic ideas of statistics without getting bogged down in equations, Greek letters, and complicated calculations. Conceptual issues, which make the difference between valid and bogus uses of statistics, are faced squarely and not "dumbed down" but the mathematics is kept simple and explained in plain English, graphs, and diagrams. Topics covered are design of experiments (what makes a valid scientific experiment), descriptive statistics (histograms, the bell-shaped curve, and all that), regression and correlation, probability and the law of averages, chance variability of statistical estimates, the accuracy of polls and sample surveys, and the use of data as evidence in testing and plausibility of claims made about populations.
Style: 75% Lecture, 25% Laboratory.
Grading: 40% mid exam, 40% final exam, 20% problem solving.
Exam Format: essay, problem solving and multiple choice

Stat 3011 Introduction to Statistical Analysis
4 credit(s); Credit will not be granted if credit has been received for: STAT 5021; Meets CLE req of Mathematical Thinking
Instructor: STAFF
Description: This course provides an introduction to basic methods of statistics, including descriptive statistics, elementary probability ideas and random variables, distributions of sample averages. One and two sample t-procedures, simple linear regression, basic ANOVA. The target audience is undergraduates from all majors. Stat 3011 and Stat 3021 are both entry courses into the statistics curriculum for undergraduates.
Exam Format: problem solving

Stat 3021 Introduction to Probability and Statistics
3 credit(s);
Instructor: STAFF
Description: This course will start with an introduction of probability, including interpretations of probability, axioms of probability, and the use of counting methods for solving probability problems, conditional probability, Bayes theorem, independence, random variables and distributions, expected values, the binomial, Poisson, normal and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to the theory of statistical inference, including estimation, confidence intervals, and hypothesis tests.
Style: 100% Lecture.
Grading: 45% mid exam, 45% final exam, 10% problem solving.
Exam Format: Problem solving

Stat 3022 Data Analysis
4 credit(s);
Instructor: STAFF
Description: Further topics in regression and ANOVA; non-parametric methods; model selection and verification; writing statistical reports; use of statistical software; additional selected topics.

Stat 4102 Theory of Statistics II
4 credit(s); 4101 Credit will not be granted if credit has been received for: STAT 5102;
Instructor: Bezener, Martin A
Description: Student may contact the instructor or department for information.

Stat 4893W Senior Project
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: STAT 4893W is a requirement for a BA in Statistics in CLA. It also fulfills the University requirement of a Writing Intensive course in the major. It can be satisfied in several ways including but not limited to directed study culminating in a paper on a specialized area of Statistics (most common choice), carrying out a "case study" involving data collection and analysis and a report, and writing and documenting a computer program to implement a nontrivial statistical technique. Students should enroll in any semester of their Senior year. If work is unfinished at semester end (as frequently happens), an incomplete (I) is usually granted. The topic of the paper should be chosen in consultation with a Statistics faculty supervisor. Frequently this faculty member will be the student's instructor in STAT 5xxx, and the paper will build from the course. See http://www.stat.umn.edu/ugrad/stat4893.html for more information.

Grading: 100% reports/papers.

Stat 5021 Statistical Analysis
4 credit(s); Credit will not be granted if credit received for: 3011; College algebra or instr consent; Stat course recommended
Credit will not be granted if credit has been received for: STAT 3011;
Instructor: STAFF
Description: The primary audience for this course is graduate students in non-statistics-major programs who need statistical competence. Typical needs would be the analysis of data using common statistical methods, the design of single-factor experiments and the ability to read journal articles and assess their statistical content critically. After completion of the course, students are able to carry out one-and-two sample tests, set up confidence intervals for means, proportions and differences in means and proportions. They can fit single-predictor regressions and one-way analysis of variance, along with checks of the model assumptions underlying these methods. The course includes a brief non-calculus introduction to probability theory and statistical distributions.
Style: 50% Lecture, 25% Discussion, 25% Laboratory.

Stat 5102 Theory of Statistics II
4 credit(s); 5101 or Math 5651 Credit will not be granted if credit has been received for: STAT 4102;
Instructor: Geyer, Charles J
Description: Student may contact the instructor or department for information.

Stat 5102 Theory of Statistics II
4 credit(s); 5101 or Math 5651 Credit will not be granted if credit has been received for: STAT 4102;
Instructor: Jiang, Tiefeng
Description: Student may contact the instructor or department for information.

Stat 5201 Sampling Methodology in Finite Populations
3 credit(s);
Instructor: Meeden, Glen Dale
Description: An introduction to finite population sampling covering simple random sampling, stratified sampling, cluster sampling, unequal probability sampling and systematic sampling. Ratio estimators, regression estimators and model based estimation will be discussed.
Style: 100% Lecture.
Grading: 40% mid exam, 40% final exam, 20% written homework.

Stat 5302 Applied Regression Analysis
4 credit(s);
Instructor: Corbett, John
Description: Student may contact the instructor or department for information.

Stat 5302 Applied Regression Analysis
4 credit(s);
Instructor: Price, Brad
Description: Student may contact the instructor or department for information.

Stat 5303 Designing Experiments
4 credit(s);
Instructor: Corbett, John
Description: Student may contact the instructor or department for information.

Stat 5401 Applied Multivariate Methods
3 credit(s);
Instructor: CHENG, GANG
Description: Student may contact the instructor or department for information.
Stat 5511 Time Series Analysis
3 credit(s);
Instructor: Yang,Yuhong
Description: Student may contact the instructor or department for information.

Stat 5993 Tutorial
1-6 credit(s), max credits 12, 12 completions allowed;
Instructor: STAFF
Description: Students may contact the department for information.

Stat 8052 Applied Statistical Methods 2: Design of Experiments and Mixed -Effects Modeling
A-F only, 4 credit(s);
Instructor: Grund,Birgit
Description: Classical experimental designs, and mixed effect models. How to recognize designs. How to design/analyze experiments. ANOVA for factorial designs, contrasts, multiple comparisons, complete/incomplete block designs, unbalanced data, confounding, fractional factorials, response surfaces, nested designs, split-plots, random effects, mixed effects, repeated measures, longitudinal data, generalized estimating equations. R software is used.
Style: 85% Lecture, 15% Laboratory.
Grading: 40% mid exam, 40% final exam, 20% written homework.
Exam Format: in-class

Stat 8054 Statistical Methods 4: Advanced Statistical Computing
A-F only, 3 credit(s);
Instructor: Jones,Galin
Description: Student may contact the instructor or department for information.

Stat 8102 Theory of Statistics 2
4 credit(s);
Instructor: Jiang,Tiefeng
Description: Student may contact the instructor or department for information.

Stat 8112 Mathematical Statistics II
3 credit(s);
Instructor: Geyer,Charles J
Description: Some of the material for the course comes from Ferguson "A Course in Large Sample Theory" the rest comes from handouts, which are available on the course web page. Measure theoretic probability (Math 8651-8652) is NOT A PREREQUISITE but this course will use the terminology of measure theoretic probability and some attempt to teach the basics of measure theoretic probability without going into too much detail. Advanced topics covered include asymptotics of sample means for Markov chains and for stationary time series, misspecified maximum likelihood and general estimating equations. See handouts on web page for more material.

Stat 8511 Time Series Analysis
3 credit(s);
Instructor: Yang,Yuhong
Description: Student may contact the instructor or department for information.

Stat 8801 Statistical Consulting
S-N only, 2-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Rendahl,Aaron
Description: Student may contact the instructor or department for information.

Stat 8913 Literature Seminar
S-N only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Meeden,Glen Dale
Description: Student may contact the instructor or department for information.

Stat 8931 Advanced Topics in Statistics: Likelihood Inference
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Shen,Xiaotong
Description: Student may contact the instructor or department for information.
Stat 8932 Advanced Topics in Statistics: Topics in semiparametric statistics
3 credit(s), max credits 12, 4 completions allowed;
Instructor: Wang, Lan
Description: Student may contact the instructor or department for information.

**Stem Cell Biology**  Stem Cell Institute

**Stem Cell 5054 Stem Cell Institute Research Seminar and Journal Club**
A-F only, 2 credit(s), max credits 6, 3 completions allowed;
Instructor: Keirstead, Susan Alice
Description: The objectives of this course are to expose students to current research in Stem Cell Biology through attendance at weekly seminars and participation in a weekly journal club. Seminars are presented by members of the University of Minnesota research community as well as researchers from elsewhere in the United States and beyond. The journal club provides an opportunity for students to read current primary research papers and to gain insights into the research through discussions of the results and implications of the papers among members of the Stem Cell Institute.
Style: 45% Discussion, 5% Student Presentation, 50% Guest Speakers.
Grading: 50% written homework, 40% in-class presentation, 10% class participation.

**Studies in Cinema and Media Culture**  235 Nicholson Hall

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

**SCMC 5001 Critical Debates in the Study of Cinema and Media Culture**
4 credit(s);
Instructor: Johnson, Kjel Wayne
Description: SCMC 5001 offers an overview of the critical debates that historically have shaped and continue to inform the study of film and media culture. We will consider a series of key theoretical and material contestations within academic discourse and daily life, with discrete units focusing on (among other things) the image and representation; the hegemony of ocularcentrism; political economy; spectatorship/reception; globalization/cultural imperialism; and the oft-abused watchword that organizes it all today, ?postmodernity.? We will pay particular attention throughout to ways the emergence of ?new media? and the expansion of global capital continue to force critical rethinking of classical (and predominantly cinematic) theoretical models of media production, representation, and reception. Students are expected to have some prior acquaintance with the basic concepts, vocabularies, and trends in cinema and media studies.

**Studies of Science and Technology**  746 Heller Hall

**SST 8000 Colloquium**
S-N only, 1.5 credit(s), max credits 3;
Instructor: STAFF
Description: This colloquium is a series of weekly lectures by nationally and internationally known scholars with diverse disciplinary and methodological backgrounds speaking on a variety of issues on the philosophy and history of science and technology.

**SST 8400 Seminar: Science, Technology, and Society**
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

**Supply Chain and Operations**  3-140 Carlson School of Management
SCO 2550 Business Statistics: Data Sources, Presentation, and Analysis
A-F only, 4 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

SCO 3001 Introduction to Operations Management
A-F only, 3 credit(s);
Instructor: STAFF
Description: Basic concepts, principles, and techniques for managing manufacturing and service operations. Emphasis on decision making in the operations function of organizations. Quantitative and qualitative methods for improving the management of operations stressed. Management students provided with an appreciation of the operations function of organizations.
Style: 50% Lecture, 30% Discussion, interactive games
Grading: 20% mid exam, 30% final exam, 10% quizzes, 15% class participation, 25% problem solving.
Exam Format: multiple choice, short answer, problem solving

SCO 3045 Sourcing and Supply Management
A-F only, 2 credit(s);
Instructor: Zhang, Yinghao
Description: Student may contact the instructor or department for information.

SCO 3056 Supply Chain Planning and Control
A-F only, 4 credit(s);
Instructor: STAFF
Description: Concepts and principles related to designing, controlling, and improving production and inventory management systems throughout the supply chain. Topics include capacity planning, inventory planning, production planning, forecasting methods, Materiel Requirements Planning (MRP), Just-in-Time, and theory of constraints.

SCO 3059 Quality Management and Lean Six Sigma
A-F only, 4 credit(s);
Instructor: STAFF
Description: Planning and organizing performance improvement of processes, products, and services; Six Sigma process management systems; quality aspects of product/service design; quality determination cost, customer/vendor relations; process control; quality control; management of improvement process; and organizational assessment of quality.
Introduction to concepts relevant to service/manufacturing.

SCO 3072 Managing Technologies in the Supply Chain
A-F only, 2 credit(s);
Instructor: Sinha, Kingshuk Kanti
Description: Student may contact the instructor or department for information.

SCO 4065W Supply Chain and Operations Strategy
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Donohue, Karen Lisa
Description: This course is the Senior Capstone for the Supply Chain and Operations major. As such, we will cover not only the latest concepts in supply chain and operations strategy, but also work to develop the leadership and communication skills necessary to succeed as a supply chain and operations professional. Special emphasis will be placed on developing written communication skills, as evidence by the course’s designation as a Writing Intensive (W-I) course. The course will be valuable for students going into consulting, distribution, manufacturing, sourcing, and other supply chain and operations centric careers. Supply chain and operations management has been one of the major growth areas in consulting over the past few years and an increasing number of industries consider expertise in this area vital; these include retailing, high-tech, consumer goods, automotive, chemical, pharmaceutical and food & beverage industries. Students taking this course will learn the fundamentals of successfully exploiting global supply chains by looking strategically at the full supply chain, understanding the total cost economics, and adjusting for the appropriate industry dynamics.
Style: The course is case-based and discussion driven. Class time will be spent discussing cases and assigned readings, taking part in exercises, practicing informal writing, and engaging in interactive lectures. The course will feature a number of guest

SCO 6041 Project Management
A-F only, 2 credit(s);
Instructor: Siemsen, Enno
Description: In the course of their careers, contemporary managers will spend a significant amount of time either participating in or leading projects. Projects are frequently used as proving-grounds for high-potentials. The skills that are required in project management are often the very same attributes that are required for successfully managing a business. While every project is by definition unique, some concepts and tools in project management apply to a wide range of different types of projects. The aim of this course is to equip students with these concepts and tools, and to develop them into successful project managers (and team members). The goal of this course is neither to further refine existing project-management specialists in their expertise, nor to specifically train students for Project Management Certification. Rather, the objective is to equip business generalists (i.e., any career concentration) with project management related skills that will be useful throughout their careers. With that aim in mind, the course will focus on broadly applicable concepts and methods and will cover both qualitative and quantitative aspects of project management.

Style: 50% Lecture, 15% Discussion, 25% Small Group Activities, 10% Guest Speakers.
Grading: 30% mid exam, 40% reports/papers, 20% written homework, 10% other evaluation.

SCO 6056 Managing Supply Chain Operations
A-F only, 4 credit(s);
Instructor: Donohue, Karen Lisa
Description: Student may contact the instructor or department for information.

SCO 6072 Managing Technologies in the Supply Chain
A-F only, 2 credit(s);
Instructor: Sinha, Kingshuk Kanti
Description: Student may contact the instructor or department for information.

SCO 6081 Global Operations Strategy
A-F only, 4 credit(s);
Instructor: Siemsen, Enno
Description: The central tenet of this course is that a company’s ability to deliver products at low cost, high quality, at high speed, and with the flexibility to handle variety, is a result of key configuration decisions within the supply chain. The course is designed to familiarize students with the operational implications of strategic decisions, such as global facility location, outsourcing, supplier selection and relationship management, process automation and standardization, concurrent product development, etc. To better understand the influence of globalization on supply chain configurations, the course is centered on a global project on supply-chain design. Our students form teams with students at a business school in Asia or Europe, and jointly explore different supply chain configurations for a particular product or service. Relevant products or services for these projects either stem from the companies these students work for, or are exogenously obtained from partnering companies. Students will learn current best practices for managing virtual teams and work to apply these practices during their project. Class time will be provided for students to virtually meet with their global team members.
Style: 40% Lecture, 30% Discussion, 15% Small Group Activities, 15% Guest Speakers.
Grading: 30% mid exam, 40% special projects, 20% written homework, 10% other evaluation.

SCO 6850 Topics in Operations and Management Science: Operational Excellence via Lean Thinking
A-F only, 2 credit(s), max credits 12, 4 completions allowed;
Instructor: Shah, Rachna
Description: Student may contact the instructor or department for information.

SCO 8651 Experimental Design
A-F only, 3 credit(s);
Instructor: Li, William
Description: Student may contact the instructor or department for information.

SCO 8745 Research on Quality Management
A-F only, 3 credit(s);
Instructor: Linderman, Kevin Wayne
Description: Student may contact the instructor or department for information.

Surgery 11-100 Phillips Wangensteen Bldg (Box 195)

Surg 8293 Applied Statistics
S-N only, 1 credit(s);
Instructor: Gruessner, Angelika C
Description: Student may contact the instructor or department for information.
### Sustainability Studies  190 Coffey Hall

**Sust 3003 Sustainable People, Sustainable Planet**  
- 3 credit(s); Soph or Jr or Sr  
- Credit will not be granted if credit has been received for: GLOS 3304; Meets CLE req of Environment  
- **Instructor:** Byrd, Kimberly Lynn  
- **Description:** Student may contact the instructor or department for information.

**Sust 3480 Topics in Sustainability**  
- A-F only, 3 credit(s), max credits 24, 6 completions allowed;  
- **Instructor:** Foley, Jonathan A  
- **Description:** Student may contact the instructor or department for information.

**Sust 4004 Sustainable Communities**  
- A-F only, 3 credit(s);  
- **Instructor:** Nerbonne, Julia Frost  
- **Description:** Student may contact the instructor or department for information.

**Sust 4096 Sustainability Internship**  
- A-F only, 1-4 credit(s), max credits 8;  
- **Instructor:** Wanberg, David  
- **Description:** Five to ten hour per week internship experience related to a sustainability theme or approach, such as sustainable foods, green building, renewable energy or environmental justice. Intern in a nonprofit, governmental, educational or business organization, from choices provided or from a choice of the student and approved by instructor.

### Sustainable Agricultural Systems  411 Borlaug Hall

**S Agr 8020 Field Experience in Sustainable Agriculture**  
- S-N only, 1-4 credit(s), max credits 3, 1 completion allowed;  
- **Instructor:** Jordan, Nicholas Royal  
- **Description:** Student may contact the instructor or department for information.

### Swahili  808 Social Sciences Tower

**Swah 1222 Beginning Swahili II**  
- 5 credit(s);  
- **Instructor:** Muaka, Angaluki  
- **Description:** Student may contact the instructor or department for information.

**Swah 3226 Intermediate Swahili II**  
- 5 credit(s); 3225 or equiv Credit will not be granted if credit has been received for: SWAH 4226;  
- **Instructor:** Muaka, Angaluki  
- **Description:** Student may contact the instructor or department for information.

**Swah 4222 Beginning Swahili II**  
- 2 credit(s);  
- **Instructor:** Muaka, Angaluki  
- **Description:** Student may contact the instructor or department for information.

**Swah 4226 Intermediate Swahili II**  
- 2 credit(s); 4225 or equiv, grad student Credit will not be granted if credit has been received for: SWAH 3226;  
- **Instructor:** Muaka, Angaluki  
- **Description:** Student may contact the instructor or department for information.

### Swedish  320 Folwell Hall

**Swed 1001 Beginning Swedish**
Swedish 1001 Beginning Swedish
5 credit(s); Credit will not be granted if credit has been received for: SWED 4001;
Instructor: Herrlin, Susanne Marie
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Swedish belongs to the northern group of the Germanic languages and as such is closely related to Icelandic, Danish, and Norwegian. If you master Swedish it is very easy to comprehend Danish and Norwegian, and vice versa. Because English belongs to the western group of the Germanic languages, there are many points of intersection in syntax and vocabulary between Swedish and English. As you study Swedish you will learn a good deal about English and become conscious of its family resemblance to Swedish. Both the oral and written Swedish used in the course materials are standard Swedish. This is the generally accepted form of Swedish, and has little difference between spoken and written forms.
Style: This is a printed correspondence section.
Grading: See attached syllabus

Swedish 1002 Beginning Swedish
5 credit(s); 1001C Credit will not be granted if credit has been received for: SWED 4002;
Instructor: Aylesworth, Rebecca Ann
Description: Student may contact the instructor or department for information.

Swedish 1002 Beginning Swedish
5 credit(s); 1001C Credit will not be granted if credit has been received for: SWED 4002;
Instructor: Herrlin, Susanne Marie
Description: This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Swedish belongs to the northern group of the Germanic languages and as such is closely related to Icelandic, Danish, and Norwegian. There are differences in pronunciation, spelling, and vocabulary among the Germanic languages, but these are minor. If you master Swedish it is very easy to comprehend Danish and Norwegian, and vice versa. Because English belongs to the western group of the Germanic languages, there are many points of intersection in syntax and vocabulary between Swedish and English. As you study Swedish you will learn a good deal about English and become conscious of its family resemblance to Swedish. Both the oral and written Swedish used in the course materials are standard Swedish.
Style: This is a printed correspondence section.
Grading: See attached syllabus

Swedish 1002 Beginning Swedish
5 credit(s); 1001C Credit will not be granted if credit has been received for: SWED 4002;
Instructor: Peterson, Paul R
Description: Student may contact the instructor or department for information.

Swedish 1004 Intermediate Swedish
5 credit(s); 1003C Credit will not be granted if credit has been received for: SWED 4004;
Instructor: Norrman, Lena Elisabeth
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.

**Swed 4002 Beginning Swedish**
- 2 credit(s); 1004 in another language or passing score on LPE or grad student
- Credit will not be granted if credit has been received for: SWED 1002;
- Instructor: Aylesworth, Rebecca Ann
- **Description:** Student may contact the instructor or department for information.

**Swed 4002 Beginning Swedish**
- 2 credit(s); 1004 in another language or passing score on LPE or grad student
- Credit will not be granted if credit has been received for: SWED 1002;
- Instructor: Peterson, Paul R
- **Description:** Student may contact the instructor or department for information.

**Swed 4004 Intermediate Swedish**
- 2 credit(s); 1004 in another language or passing score on LPE or grad student
- Credit will not be granted if credit has been received for: SWED 1004;
- Instructor: Norrman, Lena Elisabeth
- **Description:** 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.

---

**TMJ/Craniofacial Pain**  
15-209 Malcolm Moos Health Sciences Tower

**TMJP 8441 Seminar in TMJ and Craniofacial Pain**
- A-F only, 1 credit(s);
- Instructor: Mulet Pradera DDS, MS, Mariona
- **Description:** Student may contact the instructor or department for information.

**TMJP 8442 Advanced Clinical TMJ and Craniofacial Pain**
- A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;
- Instructor: Mulet Pradera DDS, MS, Mariona
- **Description:** This course provides the student with clinical experience in the diagnosis and management of TMD, complex chronic orofacial pain and oral medicine conditions under the supervision of the course director and/or other faculty. A multidisciplinary treatment approach of patients with TMD and orofacial pain is used.

---

**Theatre Arts**  
580 Rarig Center

**Th 1101V Honors Section: Introduction to the Theater**
- A-F only, 4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
- Instructor: Walsh, Shannon L
- **Description:** TH1101 is an entertaining, informative exploration of the art and profession of theatre. This course integrates intellectual stimulation with creative expression through lectures, small group discussion, and attending live performances. Students study plays (historical and contemporary), elements of production, and learn how a play evolves from page to stage. Students also get a hands-on opportunity to collaborate on the creative project (no prior experience required). TH1101 promotes collaboration and critical thinking, enhances oral communication skills and the creative application of knowledge. Mostly, Introduction to Theater explores the human experience through intersections of art, history, and culture through collaborative exchange. Meets Lib Ed req of Arts & Humanities Core and is a Writing Intensive class.

**Th 1101W Introduction to the Theatre**
- 4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive
- Instructor: Walsh, Shannon L
- **Description:** TH1101 is an entertaining, informative exploration of the art and profession of theatre. This course integrates intellectual stimulation with creative expression through lectures, small group discussion, and attending
live performances. Students study plays (historical and contemporary), elements of production, and learn how a play evolves from page to stage. Students also get a hands-on opportunity to collaborate on the creative project (no prior experience required). TH1101 promotes collaboration and critical thinking, enhances oral communication skills and the creative application of knowledge. Mostly, Introduction to Theater explores the human experience through intersections of art, history, and culture through collaborative exchange. Meets Lib Ed req of Arts & Humanities Core and is a Writing Intensive class.

Th 1102 Drama and the Media
3 credit(s); Meets CLE req of Arts/Humanities
Instructor: Walsh, Shannon L
Description: Need a class that fits your crazy schedule? Want to know how drama influences things like Facebook, the Super Bowl, Disney films, and ads for diamond engagement rings? This introductory level course explores the following questions: What are “the media?” What is dramatic about them? What dramatic conventions and codes are at play in various media? How are media constructed? Produced? Received and understood? And how do media make meaning? We will also focus on several in-depth case studies: Disney, the Gaze and Surveillance Culture, Sports and the Media, and Reality Television. We will examine these fertile issues through selected readings, video and film clips viewed in class, class discussions and small group work, and online exercises. Guest speakers will expand our thinking with their insights on such topics as Online Gaming and International Film. We end the course with an opportunity to make media through a collaborative radio drama project. Students will explore the dramatic potential of a single medium - radio - in creative collaboration. In small groups, you will write, direct, rehearse and perform a radio drama, complete with sound effects. The dramas will be recorded in front of a live studio audience: the class! Meets Lib Ed requirement of Arts & Humanities Core.

Th 1301 Acting/Non-Majors
3 credit(s);
Instructor: STAFF
Description: This course is designed to enable students without prior experience in theatre to better appreciate theatrical elements, develop a vocabulary for discussing theatre, and recognize the degree to which the study of basic acting techniques can inform perceptions of self and others. Students are taught how to act within imaginary circumstances, make bold choices, and develop interpersonal trust and ensemble awareness. Required text: ACTING ONE by Robert Cohen.
Style: 10% Discussion, 90% Laboratory.
Grading: 30% reports/papers, 30% in-class presentation, 20% other evaluation. Attendance & Participation; 20% Attitude & Growth.

Th 1321 Beginning Acting: Fundamentals of Performance
3 credit(s);
Instructor: STAFF
Description: Introduces beginning students to a widely applicable, comprehensive vocabulary and techniques for practical performance studies, including the use and training of the instrument; the creation of theatrical ideas or choices; the creation of dramatic “phrases” by sequencing ideas and choices to tell stories; and the significance of circumstances for choice making. The course has three overarching objectives: providing an introduction to creation processes specific to the performer, psychological and physical training of the acting instrument, and training the personal imagination. The first part of a two-course sequence (with TH 1322, Creating the Performance) intended for theatre arts majors. Required reading: A compilation of performance processes, theories and techniques including: Lecoq, Grotowski, Stanislavski, Meyerhold, Chekov, etc.
Style: 10% Discussion, 90% Laboratory.
Grading: 25% reports/papers, 25% in-class presentation, 25% other evaluation. Attendance & Participation; 25% Attitude & Growth.

Th 1322 Creating the Performance
3 credit(s);
Instructor: Seifert, Luverne G
Description: Student may contact the instructor or department for information.

Th 1322 Creating the Performance
3 credit(s);
Instructor: Taylor, Dominic A
Description: Student may contact the instructor or department for information.

Th 1381 New Voices
S-N only, 1 credit(s);
Instructor: Pearson, Deborah J
Description: Student may contact the instructor or department for information.
Th 1395 BFA Acting II
A-F only, 3 credit(s);
Instructor: Cardamone, Steve
Description: Student may contact the instructor or department for information.

Th 1396 BFA Voice and Speech II
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

Th 1397 BFA Movement II
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

Th 1501 Introduction to Design and Technology for Live Performance
A-F only, 3 credit(s);
Instructor: Dilliard, Marcus F
Description: Student may contact the instructor or department for information.

Th 1910W Topics: Freshman Seminar: Live Theatre: Creating & Expressing Community
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Behl, Dennis L.
Description: When does theater help us feel connected? When does it provide a space to name and negotiate our differences? This seminar introduces non-theater (and potential) majors to the richness and diversity of performance. We look at how theater forges, expresses, and raises key questions about community and address these questions by experiencing the power and immediacy of live theater. We'll use the rich cultural resources of the Twin Cities, supplemented by in-class discussions and conversations with professionals, to develop a critical language with which to look at, think, discuss and write about live performance? particularly its relationship to who we are to ourselves and to each other. We'll think together about how theater forges a commonwealth. We will attend performances at a variety of local theaters and use the experience of seeing them up close and personal? and, whenever possible, talking with some of the theater artists involved in producing them? to focus on a number of questions. How are collaborations across disciplines and cross-fertilization in the arts changing the very notion of what constitutes theater? How does theater reflect social and political issues and the cultural context in which it is written, created and/or performed? How (and how well) do acting, scenery, costumes, lighting and sound combine as a total effect to make a text or an artistic concept come alive on the stage? How does each production engage its audience community? In sum, we will learn to think and write critically about live performance? both how it relates to its audience, and how it relates more generally to culture and values. We'll use theater to think about who we are to ourselves and to each other.
Style: 5% Lecture, 15% Discussion, 5% Small Group Activities, 5% Student Presentation, 5% Demonstration, 50% Field Trips, 5% Studio, 10% Guest Speakers.
Grading: 15% reports/papers, 20% special projects, 40% written homework, 10% attendance, 15% class participation. 8 entries (@5% each) plus a formal written = 40% midterm paper of 4-5 pages = 15% Final project/presentation = 20% Attendance/participation/bring to class assign 25%

Th 1950 Topics in Theater: Introduction to Performance
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Daddario, Will
Description: The word "performance." frequently denotes a branch of the arts that emphasizes embodied expression. At the same time, the word has been adopted by businesses (performance reviews), technological companies (high-performance engine), educational institutions (are you performing well in your classes?), and the world of sports (performance enhancing drugs). Who or what makes you perform? How do you perform? Where and when? In this class, students will explore the different dimensions of performance as relate to theatre, dance, and everyday life. Students will develop a vocabulary with which to engage performance by viewing live and recorded performances, reading performing texts, and experimenting with embodied activities. Students will be evaluated, primarily, on their in-class participation and willingness to lead and/or join in with discussions and activities. There will be selected reading and writing assignments intended to offer students different methods of processing the ideas and questions they encounter.
Style: 15% Lecture, 5% Film/Video, 50% Discussion, 10% Laboratory, 10% Small Group Activities, 10% Student Presentation. Class will consist mostly of conversation and experimentation. "Laboratory" denotes in-class workshopping.
Grading: 10% written homework, 20% attendance, 70% class participation.

Th 2395 BFA Acting IV
A-F only, 3 credit(s);
Instructor: Cardamone, Steve  
Description: Student may contact the instructor or department for information.

Th 2396 BFA Voice and Speech IV  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: BFA Core Component

Th 2397 BFA Movement IV  
A-F only, 2 credit(s);  
Instructor: STAFF  
Description: BFA Core Component

Th 3100 Theatre Practicum  
S-N only, 1 credit(s), max credits 4, 4 completions allowed;  
Instructor: STAFF  
Description: Do you want to get involved in production on the Main Season for University Theatre? This is a course that can give you that opportunity. You will be assigned a specific position on a production and get a chance to work on as well as see first hand what goes into a full scale theatrical production. Come and explore the possibilities.  
Style: 5% Lecture, 95% Laboratory.  
Grading: 5% class participation, 95% laboratory evaluation.

Th 3120 Theatre: Theory and Practice  
3 credit(s), max credits 6;  
Instructor: Martinez, Carra E  
Description: Student may contact the instructor or department for information.

Th 3172 History of the Theatre: Age of Enlightenment to Present  
3 credit(s);  
Instructor: Daddario, Will  
Description: Student may contact the instructor or department for information.

Th 3316 Voice for the Actor  
A-F only, 3 credit(s);  
Instructor: Nash PhD, Elizabeth Hamilton  
Description: The student will be taught anatomy and physiology of the vocal mechanism and respiratory system, abdominal breathing, forward tonal placement, precise articulation of consonants, vocal projection and pitch range, IPA phonetic transcription and vowel standardization for American Standard Stage Speech. These techniques will be applied to the individual performance of dramatic monologues chosen by the student and coached by the instructor. Due to the ensemble and performing emphasis of this course, attendance is required and will figure in grading.

Th 3330 Physical Approaches to Acting  
3 credit(s), max credits 6;  
Instructor: Longhi, Kym R  
Description: Physical Approaches to Acting will use Margolis Method to focus on the actor’s body as the primary inspiration and tool for creating theatre. Influenced by the work of Grotowski, Brecht and Decroux’s corporeal technique, Margolis Method is an ongoing research that seeks to expand the actor’s expressive boundaries while honing their creative dramaturgical skills. In this course we will use exercises in technique and improvisation structures to unite our physical instincts with our intellect - so that our mind is freed to ride on the impulses of our bodies and our imagination becomes muscular. We will work to: demystify the creative process, expose and break down personal physical tendencies that block our energy, develop more specific articulation of our bodies, expand the body’s connection to breath and the voice, and explore our bodies’ dynamic relationship with space and other bodies; all with the goal of making more vivid, embodied choices that are essential whether we are interpreting a role or generating original material. We will interact with masks, objects, sticks, set pieces, each other’s bodies, space, gravity, words, silence and ourselves. We will explore a full range of psychophysical expression, from the everyday to the metaphoric and poetic. We will read and reflect on other physical methods and research the roots of Margolis Method, giving us a frame of reference from which to begin sculpting your own physical approach to acting. Assignments will range from creating an original scene to interpreting a scene from dramatic literature. Discover how a disciplined corporeal technique can actually free you to connect to your emotions more deeply, harness and draw upon your energy more powerfully, and cause your ?playing? to come to life more fully.

Th 3332 Circus Performance
A-F only, 1 credit(s);
Instructor: Emery, Margaret
Description: Student may contact the instructor or department for information.

**Th 3361 Introductory Musical Theater**
A-F only, 3 credit(s);
Instructor: Nash PhD, Elizabeth Hamilton
Description: The focus of this fourteen week course is on the development of essential dance and singing warm-ups and skills, textual interpretation, character development, repertory building and audition techniques for Musical Theatre. Students will perform song and dance works from Musical Theatre to culminate in a final Cabaret Performance.

**Th 3381 Theater Storytelling and Solo Performance**
3 credit(s);
Instructor: Cage, Sharon Sha
Description: Student may contact the instructor or department for information.

**Th 3395 BFA Intensive I**
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

**Th 3398 BFA Rehearsal & Performance I**
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

**Th 3399 BFA Rehearsal and Performance II**
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

**Th 3531 Introduction to Theatrical Costume Design**
3 credit(s);
Instructor: Lefebvre, Matthew James
Description: Student may contact the instructor or department for information.

**Th 3541 Introduction to Stage Lighting Design**
3 credit(s);
Instructor: Dilliard, Marcus F
Description: Student may contact the instructor or department for information.

**Th 3571 Introduction to Stage Technology**
A-F only, 3 credit(s);
Instructor: Rosvold, Roger
Description: Student may contact the instructor or department for information.

**Th 3716 Stage Management**
A-F only, 4 credit(s);
Instructor: Swartwout, Christine M
Description: Student may contact the instructor or department for information.

**Th 3950 Topics in Theatre: Creative Collaboration: The Devising Process**
2 credit(s), max credits 8, 8 completions allowed;
Instructor: Seifert, Luverne G
Description: Student may contact the instructor or department for information.

**Th 3950 Topics in Theatre: BA Mentoring**
1 credit(s), max credits 8, 8 completions allowed;
Instructor: Seifert, Luverne G
Description: Student may contact the instructor or department for information.
Th 3950 Topics in Theatre: Sound Design for the Theatre
3 credit(s), max credits 8, 8 completions allowed;
Instructor: Johnson, Montana J
Description: Students will learn all of the steps involved in creating a full realized sound design for a theatrical production. Projects will include creating a concept for a show, script analysis, basic sound system design, audio editing, Musical research and cue building. Students will learn to think critically about how audio can be shaped and manipulated to enhance and support a performance, in addition to getting a real world understanding of how a designer works in creatively in collaboration with a production team.
Style: 25% Lecture, 25% Discussion, 25% Laboratory, 15% Studio, 10% Guest Speakers.

Th 4115 Intermediate Playwriting
3 credit(s);
Instructor: Obolensky, Kira
Description: This intermediate writer's workshop will provide a supportive and stimulating environment in which writers can develop both playwriting and critical skills. Suitable for students who have written in other mediums, as well as theatre students who have participated in the creation of new plays, this class will explore various ways of play-making: from linear, plot-driven scripts, to work that develops its own logic, to plays inspired by topics and research. Each class will contain discussion and analysis of existing works from the 'theatrical canon'; writing exercises; and in-class discussion of works in progress. We will work on various short assignments and work towards completion of either a new one-act or full-length play. We're going to primarily discuss how to build a play?ways in which plays are created, devised, adapted and found and how the method of creation or the spark of the idea might suggest both working methods and structural notions.

Th 4178W Survey of Dramatic Literature II: Representation and its Effects
3 credit(s); Meets CLE req of Writing Intensive
Instructor: Daddario, Will
Description: Student may contact the instructor or department for information.

Th 4380 Creative Collaboration
1-3 credit(s), max credits 12, 4 completions allowed;
Instructor: STAFF
Description: Ensemble creation of a single theatre performance work. Creative/dramaturgical work. Public showing of work, completed or in-progress. Students work collaboratively with faculty or affiliate guest artists.

Th 4395 BFA Intensive III
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

Th 4398 BFA Rehearsal and Performance V
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

Th 4399 BFA Rehearsal and Performance VI
A-F only, 2 credit(s);
Instructor: STAFF
Description: BFA Core Component

Th 4532 Makeup for the Actor
2 credit(s);
Instructor: Bundick, Theresa Jane
Description: Student may contact the instructor or department for information.

Th 4905H Honors: Tutorial Seminar in Theatre Arts
A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Th 5100 Theatre Practicum
1-4 credit(s), max credits 20, 10 completions allowed;
Instructor: STAFF
Description: Individual creative projects in production of approved plays as an actor, director, dramaturg or playwright.

Th 5182 Contemporary Black Theatre: 1960-Present
3 credit(s); Credit will not be granted if credit has been received for: AFRO 5182;
Instructor: Taylor, Dominic A
Description: Student may contact the instructor or department for information.

Th 5330 Comedy: Advanced Physical Performance Studio
A-F only, 3 credit(s);
Instructor: Rosen, Robert S
Description: A rigorous on-your-feet foray into the mechanics of creating physical comedy. This course will explore the great trickeries of human nature, the joy of tricking and the joy to be tricked. We will look at the clown from a personal point of view through the search for one's own ridiculous side. Exercises will focus on how comedy is born from tragedy and the state of conflict within one's self. Preparation will include acrobatics and improvisation and great attention will be paid to the manipulation of objects. This course will also take a look at the anthropology of clowns, fools and jesters throughout history, as well as a critical look at the work of Karl Valentin, Buster Keaton, Jacques Tati, Grock, and Harold Lloyd among others.

Th 5500 Theatre Design Practicum
1-3 credit(s), max credits 20, 10 completions allowed;
Instructor: STAFF
Description: Individual projects in production of approved plays as a designer for scenery/properties, costumes, lighting or sound.
Style: 100% Laboratory.
Grading: 100% other evaluation. final production and prep work

Th 5520 Scene Design
3 credit(s), max credits 9, 3 completions allowed;
Instructor: Donahue, John C
Description: Student may contact the instructor or department for information.

Th 5554 Multimedia Production for Live Performance
3 credit(s);
Instructor: Gwinup, Martin Bruce
Description: This course will center around the use of multimedia, both conventional and non, in the development and creation of a live performance. This course will have opportunities for designers, composers, musicians, artists, and possibly computer science students. The class will work together to create the environment (visual, aural, visceral, emotional) for a production. The course will be used to first train the students in necessary technologies and then to utilize that knowledge and the individuals creativity towards the final product. Topics or potential areas include, composition for live performance (both visual and aural), incorporating the actor into multimedia production, use of special technologies such as digital video, audio, graphics, projections, and control systems, MIDI sequencing and control, lighting control and tricks, scenic/costume materials and approaches to this type of production.
Style: 30% Lecture, 20% Discussion, 50% Laboratory.
Grading: 15% special projects, 10% in-class presentation, 15% class participation, 60% laboratory evaluation.

Th 5570 Properties/Scenery Technology
1-3 credit(s), max credits 15, 15 completions allowed;
Instructor: Waszut-Barrett, Wendy Rae
Description: NOTE: THE SIZE OF THIS COURSE IS LIMITED (10) AND ONLY AVAILABLE TO STUDENTS THAT HAVE THE INSTRUCTOR'S PERMISSION. This section of 5570 is specifically for Scene Painting: The Historical Method. Students will learn the basics of illusionary painting and how to create faux finishes and trompe l'oeil consistent with methods of Victorian scenic artist. Students will work through a series of projects that include sight-sizing, value study, and color manipulation. Advance students will participate on large-scale projects for the Minnesota Centennial Showboat. Instructor's permission is required.
Style: 100% Laboratory.
Grading: 100% laboratory evaluation.

Th 5570 Properties/Scenery Technology
1-3 credit(s), max credits 15, 15 completions allowed;
Instructor: Gwinup, Martin Bruce
Description: ADVANCED SCENIC TECHNOLOGY This course will build off of TH3571 - Introduction to Stage Technology
and/or basic stagecraft courses that the student may have taken. The areas that the course will be looking into: Advanced Construction - we will discuss and work with different materials, hardware, and tools studying their properties and potential uses. We will explore construction techniques and processes for different types of scenic elements. We will look at structural analysis and learn techniques to analyze situations and arrive at safe solutions. Stage Mechanics/Movement - here we will look at different techniques of engineering, constructing, and manipulating moving scenic units including wagons, curtains, traps, and basic rigging. Managing Construction - here we will take what we have learned so far and explore ways of planning construction and to communicate ideas while working with a staff of technicians to achieve those ideas. We will also look at how one might plan out a job within the given resources of time, space, personnel, equipment, and money. Career Preparation in the field - Lastly we will look at careers in the field and discuss how to prepare to step into the job market and succeed in the field. There will be projects related to each area. Some will require time in the shops outside of class. There will be times we work on projects together as well as individually. The structure of the course allows the student to explore their specific interests within the topics of the course.

**Style:** 30% Lecture, 40% Laboratory, 30% Demonstration.

**Grading:** 50% special projects, 15% quizzes, 15% written homework, 5% in-class presentation, 5% class participation, 10% laboratory evaluation.

**Th 5580 Costume Technology**  
3 credit(s), max credits 15, 5 completions allowed;  
**Instructor:** Moriarity-Dahlberg, Andrea Lee  
**Description:** Student may contact the instructor or department for information.

**Th 5590 Theatre Technology Practicum**  
1-3 credit(s), max credits 15, 15 completions allowed;  
**Instructor:** STAFF  
**Description:** Individual creative projects in the technology or craft areas of theatre that further practical skills or knowledge in the fields of costume, lighting, makeup, props, scenery, sound, or theatre management.

**Th 5711 Advanced Stage Direction**  
3 credit(s);  
**Instructor:** Channer, Lisa E  
**Description:** Student may contact the instructor or department for information.

**Th 5716 Stage Management for the Theatre**  
4 credit(s);  
**Instructor:** Swartwout, Christine M  
**Description:** Student may contact the instructor or department for information.

**Th 5950 Topics in Theatre: Hand/Mind/Gesture: Create Image Driven Performance**  
3 credit(s), max credits 20, 20 completions allowed;  
**Instructor:** Sommers, Michael J  
**Description:** Student may contact the instructor or department for information.

**Th 5993 Directed Study**  
1-5 credit(s), max credits 20, 20 completions allowed;  
**Instructor:** STAFF  
**Description:** Guided individual reading or study.

**Th 8120 Seminar**  
3 credit(s), max credits 12, 4 completions allowed;  
**Instructor:** Garcia, Cindy  
**Description:** Student may contact the instructor or department for information.

**Th 8950 Topics in Theatre: Pedagogy and Professionalization II**  
1 credit(s), max credits 8;  
**Instructor:** Werry, Margaret L  
**Description:** Student may contact the instructor or department for information.

**Th 8950 Topics in Theatre: MFA Design Tech Professional Development Workshop**  
2 credit(s), max credits 8;  
**Instructor:** Dilliard, Marcus F  
**Description:** Student may contact the instructor or department for information.
Th 8990 MFA Creative Thesis
3-4 credit(s), max credits 4, 1 completion allowed;
Instructor: Lefebvre, Matthew James
Description: Student may contact the instructor or department for information.

Toxicology 244 Veterinary Diagnostic Lab

Txcl 5000 Directed Research in Toxicology
A-F only, 1-5 credit(s), max credits 80, 16 completions allowed;
Instructor: Murphy, Michael J
Description: Student may contact the instructor or department for information.

Txcl 5545 Introduction to Regulatory Medicine
A-F only, 2 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: CVM 6545;
Instructor: Murphy, Michael J
Description: Student may contact the instructor or department for information.

Translation and Interpreting 160 McNamara Center

Trin 900 Special Education for Interpreters
S-N only, 0 credit(s);
Instructor: Tapias-Heinrich, Betty Ann
Description: Student may contact the instructor or department for information.

Trin 3101 Introduction to Interpreting
3 credit(s);
Instructor: STAFF
Description: A practical and theoretical introduction to interpreting in health, human service, and legal settings. Emphasis on understanding the unique role of the interpreter, current models and modes of interpreting, ethical issues and professional standards of practice, and developing skills in understanding and analyzing spoken language.

Trin 3102 Consecutive Interpreting
3 credit(s);
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.

Trin 3900 Topics in Translation and Interpreting
3 credit(s), max credits 12, 4 completions allowed;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Trin 4201 Interpreting in Health Care Settings
A-F only, 3 credit(s);
Instructor: Lander Cabrera, Maria Pilar
Description: Student may contact the instructor or department for information.

Trin 5993 Directed Study
1-3 credit(s), max credits 6;
Instructor: Homler, Scott A
Description: Student may contact the instructor or department for information.
UC 1005 Global Perspectives on Higher Education
2 credit(s), max credits 4;
Instructor: O’Brien, Mary Katherine Bakeman
Description: Student may contact the instructor or department for information.

UC 1485 Creativity: Photography
4 credit(s); Own camera [35 mm w/adjustable controls preferred], UC; $50 lab fee Credit will not be granted if credit has been received for: PSTL 1485;
Instructor: Millikan, Jeffrey B
Description: This introductory course explores conceptual, technical, and historical aspects of photography as an art form. Emphasis is on the creative process through hands-on experience as students learn about camera control, film development, enlarging, and printing in a photographic darkroom. Students receive instruction and support through individual and group discussion and critiques as they work to create a portfolio of their own images. Course includes required lab time in addition to scheduled class times. Students must have a film based camera, (35mm with adjustable controls preferred).
Style: 30% Lecture, 20% Discussion, 50% Laboratory.

UC 3201 Web Designer Introduction
4 credit(s);
Instructor: Husom, David Harold
Description: Learn how to build your own website for your organization or company, or a resume portfolio site for yourself. Master the four phase Web design process: plan, design, produce and publish. Learn design principles, business practices and site analysis. Use industry standard Web design software including Adobe Photoshop and Dreamweaver to build your own Website. Also get a firm foundation in HTML and CSS. Your finished site can be hosted on U of MN servers or learn how to find a Web host. The class includes lectures, exercises, and lab time in a small hands-on class in the state of the art STSS Building. 300 page course notes e-book provided without cost by the instructor. It is very helpful for students to have access to their own laptop for class, but it is not mandatory. Software will be furnished.
Style: 10% Lecture, 10% Discussion, 50% Laboratory, 5% Student Presentation, 25% Demonstration.
Grading: 75% special projects, 10% quizzes, 5% in-class presentation, 10% class participation. Students create a Web site for a final project

UC 4301 Perspectives: Interrelationships of People and Animals in Society Today
2 credit(s), max credits 3, 1 completion allowed; Credit will not be granted if credit has been received for: VCS 3050;
Instructor: Wilke, Vicki L
Description: Student may contact the instructor or department for information.

Urban Studies 348 Social Sciences Building

UrbS 1001W Introduction to Urban Studies: The Complexity of Metropolitan Life
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Brinda, Mark Richard
Description: Student may contact the instructor or department for information.

UrbS 3001W Introduction to Urban Studies: The Complexity of Metropolitan Life
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Brinda, Mark Richard
Description: Student may contact the instructor or department for information.

UrbS 3202 Urban Studies Colloquium
A-F only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Jones, Kenneth
Description: Student may contact the instructor or department for information.

UrbS 3202 Urban Studies Colloquium
A-F only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Pentel, Paula R
UrbS 3202 Urban Studies Colloquium
A-F only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Karasov, Deborah
Description: Student may contact the instructor or department for information.

UrbS 3202 Urban Studies Colloquium
A-F only, 1 credit(s), max credits 4, 4 completions allowed;
Instructor: Taylor, Marvin Paul

UrbS 3500 Urban Studies Workshop
A-F only, 3 credit(s), max credits 9, 3 completions allowed;
Instructor: STAFF
Description: URBS 3500 Urban Studies Workshops sec -001 Revitalization: Planning and Implementation, 06:30 P.M. - 09:30 P.M. M (01/22/2008 - 05/09/2008) 3 credits This workshop examines what it takes to revitalize neighborhoods or commercial areas in disadvantaged communities. This is a daunting challenge because of the multiple and inter-related dynamic factors that perpetuate the disadvantaged condition. As a class, we will work to understand the nature of that challenge, and we will explore and discuss a toolkit of analytical methods, development and business strategies, and organizational approaches that can be instrumental in overcoming barriers and fostering positive change. Students will develop a case study that examines a successful revitalization process, and identifies the planning and implementation elements that were most pivotal in that process. Tom Leighton, AICP is a principal planner with the city of Minneapolis. sec -002 Urban Real Estate Development: Fundamentals, Process and Outcome 06:00 P.M. - 09:00 P.M. , W (01/22/2008 - 05/09/2008) 3 credits This course will (1) explore and explain disparate disciplines that interact with and depend on each other in urban real estate development while (2) explaining development itself as a holistic, ecological process and profession. The class will first explore the fundamental disciplines involved in the urban real estate development process, including budgeting and finance, property management and asset management. Then the course will examine these fundamentals in simulated real estate developments in a chosen Twin Cities neighborhood. The class will have a chance to explore high profile, ongoing Twin Cities? development(s) through site visit(s). Students must have or be willing to develop a basic comfort with spreadsheets (Microsoft Excel), and must be open to learning more about financial analysis, a critical fundamental language of urban development. Pat Connolly was a housing specialist for Commonbond Housing, and is now the director of housing development for Lutheran Social Services.

UrbS 3751 Understanding the Urban Environment
A-F only, 3 credit(s);Meets CLE req of Environment
Instructor: Pentel, Paula R
Description: Where is nature in the city? Ecological function? Students will examine links between cities and the environment with an emphasis on air, soil, water, pollution, parks, public space, sustainability, and environmental justice, among others. We will examine the interplay of the environment, technology, scientific knowledge, and culture/politics in this wide-ranging course. Students are required to complete one field trip. Ms Pentel is a City Council member for the City of Golden Valley and a PhD candidate in Geography.
Style: 50% Lecture, 25% Discussion.
Grading: 25% final exam, 10% reports/papers, 40% quizzes, 5% in-class presentation, 10% class participation, 10% other evaluation. Fieldtrip reaction paper
Exam Format: multiple choice and short answer

UrbS 3771 Fundamentals of Transit
A-F only, 3 credit(s);
Instructor: Loetterle, Francis E
Description: Transportation is a fundamental characteristic of urban systems. Participation in the variety of activities available in the urban environment requires movement; transportation provides the means to move from one place to another. Urban transit, as one of the forms of urban transportation, has unique characteristics that need to be understood by the urban planner. This course is not simply a justification for transit. This course will focus on all aspects of the delivery of transit services, including funding, service planning, facility design and implementation. Special emphasis will be placed on the types of transit services available and matching services to the market. This includes regular route bus, heavy rail, light rail, commuter rail, bus rapid transit, personal rapid transit, and demand responsive services. While there will be extensive discussion of the Twin Cities, students will be exposed to a variety of transit services and technologies not available in the Twin Cities.

UrbS 3900 Urban Studies Internship Seminar
A-F only, 2 credit(s), max credits 4;
Instructor: Pentel, Paula R
UrbS 3955W Senior Paper Seminar
A-F only, 2 credit(s); Meets CLE req of Writing Intensive
Instructor: Pentel, Paula R
Description: This seminar is intended for urban studies seniors who are undertaking their senior papers. Methods and resources for research will be the focus and significant writing will be expected. Students will share experiences, work on drafts, and should expect to have a first draft completed well before the term. Students should have a paper proposal ready before taking the class (paragraph describing the paper) Judith Martin

UrbS 3955W Senior Paper Seminar
A-F only, 2 credit(s); Meets CLE req of Writing Intensive
Instructor: Kayzar, Brenda
Description: This seminar is intended for urban studies seniors who are undertaking their senior papers. Methods and resources for research will be the focus and significant writing will be expected. Students will share experiences, work on drafts, and should expect to have a first draft completed well before the term. Students should have a paper proposal ready before taking the class (paragraph describing the paper) Judith Martin

UrbS 3993 Urban Studies Directed Study
A-F only, 1-3 credit(s), max credits 6, 3 completions allowed;
Instructor: STAFF
Description: For students with a specific educational objective that cannot be satisfied through regular curriculum (e.g., foreign study) and for honors students to complete an honors opportunity.

Urdu 220 Folwell Hall

Urdu 5993 Directed Readings
1-5 credit(s), max credits 10;
Instructor: Hong, Sungok
Description: Student may contact the instructor or department for information.

Veterinary & Biomedical Sciences

VBS 1001 Introduction to Biotechnology
A-F only, 4 credit(s); Meets CLE req of Biological Sciences; meets CLE req of Technology and Society
Instructor: Skinner, Pamela Jo
Description: This is an introductory 4 credit course with no prerequisites. The objectives of this course include students achieving a basic understanding of cell biology and biotechnology, and students mastering hands on laboratory exercises using modern molecular biotechnology techniques including exciting technologies such as those used in popular TV shows like CSI to solve crimes. Lectures and laboratory exercises will include a comprehensive introduction to biotechnology applied to plant, animal, and microbial systems. We will provide an introduction to the history of biotechnology, cover the key concepts of cell biology and biotechnology, and discuss and apply current biotechnology procedures. Students will also work in teams while being guided by faculty to develop research strategies to solve a biomedical mystery and develop a research plan. A combination of classroom lectures, team work, and laboratory exercises will be used to gain skills that will be useful towards future courses, possible career directions, and everyday life.
Style: 30% Lecture, 55% Laboratory, 10% Student Presentation, 5% Field Trips.

VBS 1001 Introduction to Biotechnology
A-F only, 4 credit(s); Meets CLE req of Biological Sciences; meets CLE req of Technology and Society
Instructor: Skinner, Pamela Jo
Description: This is an introductory 4 credit course with no prerequisites. The objectives of this course include students achieving a basic understanding of cell biology and biotechnology, and students mastering hands on laboratory exercises using modern molecular biotechnology techniques including exciting technologies such as those used in popular TV shows like CSI to solve crimes. Lectures and laboratory exercises will include a comprehensive introduction to biotechnology applied to plant, animal, and microbial systems. We will provide an introduction to the history of biotechnology, cover the key concepts of cell biology and biotechnology, and discuss and apply current biotechnology procedures. Students will also work in teams while being guided by faculty to develop research strategies to solve a biomedical mystery and develop a research plan. A combination of classroom lectures, team work, and laboratory exercises will be used to gain skills that will be useful towards future courses, possible career directions, and everyday life.
**VBS 2022 General Microbiology**  
*A-F only, 3 credit(s);*  
**Instructor:** Merica PhD, Rebecca Ruth  
**Description:** VBS 2022 is a general microbiology course designed for non-microbiology majors. Many students who take this course are pursuing careers in the allied health fields or use this course as a survey course to introductory microbiology. This lecture course provides an introduction to the study of microorganisms and covers the basic principles of their growth, metabolism, and genetics. Students will be introduced to the relationships between microbes and humans in areas such as health care, food production, and genetic engineering. The lectures focus on microbes that cause disease and include topics such as pathogenicity, epidemiology, and immunology. Various diseases are presented according to the host organ system most affected. Emerging topics and technologies in microbiology are discussed along with their applications to human health, ecology, and the environment. Grade distribution: 100% Lecture. Work Load: 40 pages reading per week, 6 exams. Grade: 100% exams. Exam Format: Multiple-choice. Course Coordinator: Richard Isaacson  
**Style:** 100% Lecture. Mondays: In-class discussions or review. Wednesdays: In-class lectures or exams. Fridays: Online lectures.  
**Grading:** 20% final exam, 80% additional semester exams.  
**Exam Format:** Multiple choice.

**VBS 2032 General Microbiology With Laboratory**  
*A-F only, 5 credit(s);*One semester each of college chemistry, biologyCredit will not be granted if credit has been received for: MICB 3301;  
**Instructor:** Merica PhD, Rebecca Ruth  
**Description:** VBS 2032 is a general microbiology course designed for non-microbiology majors. Many students who take this course are pursuing careers in the allied health fields. This lecture/laboratory course provides an introduction to the study of microorganisms and covers the basic principles of their growth, metabolism, and genetics. Students will be introduced to the relationships between microbes and humans in areas such as health care, food production, and genetic engineering. The lectures focus on microbes that cause disease and include topics such as pathogenicity, epidemiology, and immunology. Various diseases are presented according to the host organ system most affected. Emerging topics and technologies in microbiology are discussed along with their applications to human health, ecology, and the environment. The laboratory component of the course provides rigorous training in pathogen handling and identification. Students gain skills in microscopy, aseptic technique, diagnostic testing, and molecular biology. Grade distribution: 60% Lecture, 40% Laboratory. Work Load: 40 pages reading per week, 6 exams, frequent laboratory quizzes, 1 group assignment, 1 laboratory report. Grade: 80% exams, 12% quizzes, 4% group assignment, 4% laboratory report. Exam Format: Multiple-choice. Course Coordinator: Richard Isaacson  
**Style:** 60% Lecture, 40% Laboratory. Mondays: In-class discussions or review. Wednesdays: In-class lectures or exams. Fridays: Online lectures.  
**Grading:** 20% final exam, 4% special projects, 12% quizzes, 60% additional semester exams, 4% laboratory evaluation.  
**Exam Format:** Multiple choice.

**Veterinary Clinical Sciences**  
*C-339 Veterinary Teaching Hospital*

**VCS 4606 Small Animal Management**  
*A-F only, 3 credit(s);*  
**Instructor:** Lowum, Susan E  
**Description:** Husbandry, anatomy/physiology, common disease conditions of dogs/cats. Small mammals, reptiles, caged birds. Career opportunities in fields dealing with small animals, regulatory aspects, animal rights, state/federal legislation concerning animal and public health issues. Lectures, demonstrations. Lectures taught by CVM faculty members and outside contractors. Student performance judged by three tests.  
**Style:** 100% Lecture.

**VCS 4606 Small Animal Management**  
*A-F only, 3 credit(s);*  
**Instructor:** Lashbaugh, Kristy Diane  
**Description:** Husbandry, anatomy/physiology, common disease conditions of dogs/cats. Small mammals, reptiles, caged birds. Career opportunities in fields dealing with small animals, regulatory aspects, animal rights, state/federal legislation concerning animal and public health issues. Lectures, demonstrations. Lectures taught by CVM faculty members and outside contractors. Student performance judged by three tests.  
**Style:** 100% Lecture.

**VCS 4992 Directed Readings in Veterinary Clinical Sciences**  
*A-F only, 1-6 credit(s), max credits 12;*  
**Instructor:** Modiano, Jaime  
**Description:**
**VCS 4993 Directed Study in Veterinary Clinical Sciences**  
A-F only, 1-6 credit(s), max credits 12;  
Instructor: Modiano, Jaime  
Description: Student may contact the instructor or department for information.

**VCS 4994 Directed Research in Veterinary Clinical Sciences**  
A-F only, 1-6 credit(s), max credits 12;  
Instructor: Modiano, Jaime  
Description: Student may contact the instructor or department for information.

**Veterinary Medicine, Graduate**  
455 Veterinary Teaching Hospital

**VMed 5080 Problems in Veterinary Epidemiology and Public Health**  
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Bender, Jeff Blaine  
Description: Student may contact the instructor or department for information.

**VMed 5181 Spatial Analysis in Infectious Disease Epidemiology**  
OPT No Aud, 4 credit(s); Intro to epidemiology, statistics, instr consent Credit will not be granted if credit has been received for: CMB 5181;  
Instructor: Singer, Randall  
Description: Student may contact the instructor or department for information.

**VMed 5210 Advanced Large Animal Physiology I**  
1-3 credit(s), max credits 6;  
Instructor: Malone, Erin  
Description: This is the first part of a two semester course. The sections are independent. Together the courses are designed to provide a strong foundation in the normal physiology of large animal species that will allow participants to better evaluate and understand the pathophysiology of diseases and conditions affecting large animal species. The course will be offered once every three years. Course objectives: 1. To cover topics in large animal physiology, including sports physiology 2. To correlate material with pathophysiology as observed in texts and journal articles Texts: Auer’s Equine Surgery (3rd ed), Cunningham’s Veterinary Physiology (3rd ed), Fubini’s Farm Animal Surgery, Wolfe/Moll Urogenital Surgery, and Muir & Hubbell’s Handbook of Veterinary Anesthesia (3rd ed) The fall 2010 course will emphasize urogenital physiology and surgery  
Style: 90% Lecture, 10% Laboratory.  
Grading: 50% in-class presentation, 50% class participation.

**VMed 5232 Comparative Clinical Veterinary Dermatologic Pathology**  
S-N only, 1 credit(s), max credits 2;  
Instructor: Torres, Sheila Mello  
Description: Student may contact the instructor or department for information.

**VMed 5241 Advanced Small Animal Pathobiology II**  
A-F only, 1 credit(s);  
Instructor: Patterson DVM, Ned  
Description:  
Grading: 50% reports/papers, 50% attendance.

**VMed 5295 Problems in Large Animal Clinical Medicine/Surgery and Theriogenology**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed;  
Instructor: Valberg, Stephanie J  
Description: Student may contact the instructor or department for information.

**VMed 5310 Topics in Veterinary Clinical Pathology**  
S-N only, 1 credit(s), max credits 2;  
Instructor: Overmann, Jed A  
Description: Student may contact the instructor or department for information.
VMed 5319 Veterinary Gross Pathology
S-N only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Wuenschmann, Arno
Description: Student may contact the instructor or department for information.

VMed 5330 Veterinary Descriptive Histopathology
1 credit(s), max credits 2;
Instructor: Armien, Anibal Guillermo
Description: Student may contact the instructor or department for information.

VMed 5410 Scientific Writing and Speaking
A-F only, 2 credit(s);
Instructor: Goyal, Sagar M
Description: Brief description of the course: For graduate students in Health Sciences. Effective writing is essential for any scientific career (graduate students, post docs, faculty, research scientists, clinicians, policy makers, regulators). This course will cover techniques of writing and publishing scientific articles including manuscript preparation, submission and review processes, proofreading and publishing processes, and oral and poster presentations of research data at scientific meetings. Writing effective grant proposals, case reports, resumes, and dissertations will also be covered. Scientific Writing and Speaking (VMED 5410) - Syllabus 2012 Instructor: Sagar M. Goyal
Day 1
Introduction
Proofreading exercise - Correct BVD sheet Correct syntax; words commonly misspelled; role of spell checker in Microsoft Word
Effective presentations
Day 2
Prepare excellent posters; Prepare abstracts
Assignments for the course (2 presentations/student; prepare manuscript T on the basis of the data provided; proofread several documents including a manuscript; prepare at least 2 abstracts from manuscripts provided) Day 3 Writing ? need, types, steps, how to make it easier to write, where to submit. What is a primary publication? Suggested format for a manuscript. Journals - Authors? instructions, aims, scope Typing (word processing) rules Day 4 Two presentations Detailed instructions for manuscript prep Abstract, title, and authorship Day 5 Two presentations; Introduction, M&M, Results Day 6 Two presentations Discussion, Paragraphing, Acknowledgements, References Day 7 Two presentations Correction of protocol; Correction of 4-page document on references Submission and review process Day 8 Two presentations Correction of abstracts Proofread manuscript M Manuscript T due. Day 9 Two presentations Correct 4-page reference document Day 10 Two presentations Grant Writing Discuss manuscript T Day 11 Two presentations Writing grant proposals Day 12 Two presentations Writing grant proposals Resume preparation Day 13 Two presentations Writing review articles Case Reports Day 14 Two presentations Writing Exercises Ethics in science Writing Exercises Course review and evaluation; Developing good writing habits

VMed 5420 Molecular Epidemiology of Infectious Disease
A-F only, 3 credit(s);
Instructor: Sreevatsan, Srinand
Description: Student may contact the instructor or department for information.

VMed 5594 Research in Veterinary Medicine
1-4 credit(s), max credits 8;
Instructor: Sreevatsan, Srinand
Description: Student may contact the instructor or department for information.

VMed 5670 Bovine Surgery Practicum
S-N only, 2 credit(s);
Instructor: Malone, Erin
Description: This two week intensive course is designed to provide training in ruminant surgery to VMC graduate students and DVMs. The course is unusual in format from most veterinary curriculum offerings and provides an indepth evaluation of food animal surgery principles as well as hands on laboratory components to solidify understanding of the material. Course goal(s): Provide training in ruminant surgery Objectives: Course objectives : 1. To review basic and advanced ruminant surgery principles, including diagnostics and corresponding medical management, in lecture format 2. To practice principles of ruminant surgery in a variety of laboratory formats
Style: 40% Lecture, 50% Laboratory, 10% Student Presentation. 8-5 M-F for two week blocks (one in fall, one in early spring)
Grading: 20% reports/papers, 20% special projects, 20% in-class presentation, 20% class participation, 20% laboratory evaluation.

VMed 5920 Food Defense: Prepare, Respond, Recover
A-F only, 3 credit(s);
Instructor: Kircher, Amy
Description: Student may contact the instructor or department for information.
VMed 5992 Animal Health and Food System Policy and U.S. National Government
S-N only, 0-1 credit(s), max credits 1, 1 completion allowed;
Instructor: Hueston DVM, William D.
Description: Student may contact the instructor or department for information.

VMed 5993 Animal Health and Food System Policy and Intergovernmental Organizations
S-N only, 1 credit(s);
Instructor: Hueston DVM, William D.
Description: Student may contact the instructor or department for information.

VMed 5995 Engaging Intergovernmental Organizations
S-N only, 1 credit(s);
Instructor: Hueston DVM, William D.
Description: Student may contact the instructor or department for information.

VMed 5996 Professional Communications: Current Veterinary, Public Health and Food System Issues
S-N only, 1 credit(s), max credits 2;
Instructor: Hueston DVM, William D.
Description: Student may contact the instructor or department for information.

VMed 5998 Leadership to Address Global Grand Challenges
OPT No Aud, 1.5 credit(s);
Instructor: Bloomberg PhD, Laura L
Description: Student may contact the instructor or department for information.

VMed 8220 Advanced Nephrology/Urology Clinics
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Polzin, David J
Description: Student may contact the instructor or department for information.

VMed 8230 Medical Conference
1 credit(s), max credits 2;
Instructor: Lulich PhD, Jody P
Description: Student may contact the instructor or department for information.

VMed 8292 Journal Club: Large Animal Internal Medicine
A-F only, 1 credit(s), max credits 3, 3 completions allowed;
Instructor: Ward, Christie
Description: Student may contact the instructor or department for information.

VMed 8293 Advanced Studies in Nephrology and Urology
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Lulich PhD, Jody P
Description: Student may contact the instructor or department for information.

VMed 8394 Research in Veterinary Medicine
1-3 credit(s), max credits 3, 1 completion allowed;
Instructor: Sreevatsan, Srinand
Description: Student may contact the instructor or department for information.

VMed 8492 Seminar: Infectious Diseases and Swine Medicine
1 credit(s), max credits 2;
Instructor: Torremorell, Montserrat
Description: Student may contact the instructor or department for information.

VMed 8550 Veterinary Medicine Seminar
S-N only, 1 credit(s), max credits 2;
Instructor: Goldsmith, Timothy Joseph
Description: Student may contact the instructor or department for information.
VMed 8550 Veterinary Medicine Seminar  
S-N only, 1 credit(s), max credits 2;  
Instructor: Rutherford, Mark Stephen  
Description: This is a seminar course in which students will be exposed to graduate student research activities via the oral presentation of scientific data. Students will prepare and present one 25 minute seminar of their work. It is expected to enhance the student's public speaking skills and to provide experience in the preparation of visuals for scientific presentations. Formal review of presentation effectiveness is provided by the instructor and other students in the class.

VMed 8593 Advanced Veterinary Virology and Serology  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Joo, Han Soo  
Description: The course is designed to give lectures on selected topics and to discuss the principle and application of different laboratory techniques that are commonly used in clinical virology and serology research. Students will have opportunities to practice various laboratory techniques. We will meet once a week for 3-4 hours with instructor. During the course, instructors may distribute research papers related to the topics. Evaluation will be largely based on active participation in the discussion and home works. An oral presentation on a selected topic will be assigned to each student.  
Style: 30% Lecture, 60% Laboratory, 10% Student Presentation.  
Grading: 20% written homework, 10% attendance, 20% in-class presentation, 20% class participation, 30% laboratory evaluation.

VMed 8593 Advanced Veterinary Virology and Serology  
1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Patnayak, Devi Prasanna  
Description: The course is designed to give lectures on selected topics and to discuss the principle and application of different laboratory techniques that are commonly used in clinical virology and serology research. Students will have opportunities to practice various laboratory techniques. We will meet once a week for 3-4 hours with instructor. During the course, instructors may distribute research papers related to the topics. Evaluation will be largely based on active participation in the discussion and home works. An oral presentation on a selected topic will be assigned to each student.  
Style: 30% Lecture, 60% Laboratory, 10% Student Presentation.  
Grading: 20% written homework, 10% attendance, 20% in-class presentation, 20% class participation, 30% laboratory evaluation.

VMed 8796 Avian Anesthesia and Orthopedic Surgery  
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;  
Instructor: Redig, Patrick Thomas  
Description: Student may contact the instructor or department for information.

Veterinary Population Medicine

VPM 1550 Introduction to the horse including care, handling, and recognizing behaviors  
A-F only, 1 credit(s);  
Instructor: Valberg, Stephanie J  
Description: This course is mostly online so that the student can go at their own pace. There are three labs using live horses and there are requirements before lab. The course covers many topics with basic information on horse breeds and coloring, behavior, nutrition, safety, leading, health, working in hand and natural horsemanship.  
Style: 20% Laboratory, 80% Web Based.  
Grading: 50% quizzes, 30% written homework, 20% laboratory evaluation.

VPM 1905 Freshman Seminar: Poisons, Poisoning and Society an UGRD Seminar  
A-F only, 2 credit(s);  
Instructor: Singh, Ashok K  
Description: Poisons (also known as toxins) are all around us, in air we inhale, in water we drink, in grocery store we frequently visit and in the house we live in. In general poisons have severe impact on human health and the society. Some of the highly publicized poisoning episodes are listed below. - At 8:15 on the morning of March 20, 1995, people traveling in Tokyo subway lines during rush hour suddenly got very sick for no apparent cause, many died within minutes. Later investigations revealed that the train was hit with a lethal gas called sarin. - On March 24, 1989, the tanker Exxon Valdez, en route from Valdez, Alaska to Los Angeles, California, ran aground on Bligh Reef in Prince Williams, Alaska, causing the largest oil spill to date in U.S. waters. - On 20th April 2010, an explosion of deep-water Horizon killed 11 men working on the platform and injured 17 others. The gushing well-head released oil for about three month when it was capped on 15 July 2010. About 4.9 million barrels (780,000 m3) of crude oil escaped from the well just before it was capped. - Have you been to Washington DC and seen the Potomac River? At places the water is covered with thick growth of algae.

Dangerous insect eradicators can be purchased from grocery stores and often children get exposed to the chemicals.
Washing detergents are dangerous to the environment. Factories emit tons of toxic gases into the environment. Food often gets contaminated with toxic bacteria such as E coli and salmonella. These poisoning episodes, because of their enormity, draw public's attention. However, humans get exposed to poisons from their everyday activities that mostly go unnoticed. This freshman seminar introduces poisons and poisoning to the students who are interested in knowing and understanding the poisons' health effects and their impact to the society. The course identifies potential health hazards of poisons and methods for preventing exposure. Chemicals we encounter in everyday life are used as examples to evaluate the hazards and risk of exposure and put them into perspective. Students will learn the basic principles of toxicology; tools for assessing the toxicology of chemicals; effects of chemicals on the body; why some people are more sensitive to chemicals than others. An understanding of the relationship between poisons and the society will help us reduce poisoning incidences.

**Style:** 10% Lecture, 20% Film/Video, 30% Discussion, 10% Small Group Activities, 30% Student Presentation. The class has an interactive format including active-learning, student-participation and group activities.

**Grading:** 20% reports/papers, 30% quizzes, 25% in-class presentation, 25% class participation.

---

**VPM 3700 Equine Reproduction and Breeding Management**
A-F only, 2 credit(s);
Instructor: Madill, Scott
**Description:** Student may contact the instructor or department for information.

**VPM 4131 Immunology**
Credit will not be granted if credit has been received for: MICB 4131;
Instructor: Molitor, Thomas William
**Description:** Dr. Tom Molitor is a Distinguished Teacher and recipient of the Academic Health Center's Academy for Excellence in the Scholarship of Teaching and Learning award. Immunology VPM 4131 is equivalent to MICB 4131. As a result of taking this course, you will be able to: understand and associate concepts related to basic immunology; discuss and solve immunology--related cases and problems; communicate effectively to others on basic and applied aspects of immunology; build up and exercise team--work skills; develop critical thinking skills by participating in the group activities. Course highlight: The format of the course is a combination of active lectures and cooperate learning. The course is designed to help you understand, apply and use basic concepts related to immunology. Molecular, genetics, cellular and whole animal aspects of immunology will be reviewed and discussed. 24 different topics in immunology will be covered during this course, corresponding to the book chapters. A major component of the course is the cooperative learning. Students are expected to interact, discuss questions and arrive at a collective response to the question/case problem.

**Style:** 65% Lecture, 35% Discussion.

**Grading:** Grades will be based on the percentage of the available points achieved. Typically, >92%-A; 90-92 A-; 87-89 B+; 83-86 B; 80-82 B-; 77-79 C+; 73-76 C; 70-72 C-; 60-70 D; and <60 F.

---

**Water Resources Science 173 McNeal Hall**

**WRS 5101 Water Policy**
3 credit(s); Grad student or instr consent Credit will not be granted if credit has been received for: PA 5723;
Instructor: Swackhamer, Deborah L
**Description:**

**WRS 8100 Interdisciplinary Seminar in Water Resources**
0.5-3 credit(s), max credits 3, 3 completions allowed;
Instructor: Nieber, John Little
**Description:** Student may contact the instructor or department for information.

**WRS 8581 Research and Professional Ethics in Water Resources and Environmental Science**
S-N only, 0.5 credit(s); [Environmental engineering or water resources science] grad student or instr consent Credit will not be granted if credit has been received for: CE 8442;
Instructor: Newman, Raymond M
**Description:** Student may contact the instructor or department for information.

---

**Writing Studies 214 Nolte Center**

**Writ 1301 University Writing**
A-F only, 4 credit(s); Placement in Writ 1301 credit will not be granted if credit already received for freshmen composition courses under the following former designators: ENGC 1011, ENGC 1011H, ENGC 1012, ENGC 1012H, ENGC 1013, ENGC 1013H, ENGC 1014, ENGC 1014H, ENGC 1015, ENGC 1016, RHET 1101 Credit will not be granted if credit has been received for: WRIT 1011;
Instructor: STAFF
Description: WRIT 1301 fulfills the first-year writing requirement. It involves critical reading, writing, and thinking as students practice some of the types of writing they may expect in their college career such as summaries, essays, academic arguments, bibliographies, and papers built on research. The course helps students develop, at a minimum, an approach to writing that relies on clear statement of a thesis and support of that thesis with appropriate sources and documentation. Time is spent discussing rhetorical elements of writing such as audience, purpose, and argumentative structure. Students also practice steps in the writing process such as invention, research, organization of ideas, paper drafting, revision, and editing. Students report, synthesize, and draw conclusions regarding the significance of what they read. Students become more aware of the rhetorical choices available to them and learn to make appropriate choices. Some sections may be taught in computer classroom. Some sections are offered online. Some sections may include a service-learning component.
Style: 10% Lecture, 35% Discussion. 55% Instructor-directed work on writing assignments, including one-to-one conferences.
Grading: 80% reports/papers, 20% class participation. Percentages may vary slightly by section. Class participation includes required in-class writing.

Writ 1401 Writing and Academic Inquiry
A-F only, 4 credit(s); Placement in Writ 1401 credit will not be granted if credit already received for freshmen composition courses under the following former designators: ENGC 1011, ENGC 1011H, ENGC 1012, ENGC 1012H, ENGC 1013, ENGC 1013H, ENGC 1014, ENGC 1014H, ENGC 1015, ENGC 1016, RHET 1101Credit will not be granted if credit has been received for: WRIT 1011;
Instructor: STAFF
Description: WRIT 1401 fulfills the first-year writing requirement. It challenges students to think strategically about developing and communicating ideas within different contexts. Students examine increasingly challenging texts as they apply their writing processes, with feedback from the instructor and peers, in order to craft thesis-driven academic analyses and arguments. Students master the concepts of audience, purpose, and context to demonstrate effective communication both for and beyond an academic audience. Classroom activities include discussion of readings, peer review, informal writing assignments. Students craft focused thesis statements that articulate a clearly reasoned position and use credible evidence to support a sustained argument. Through guided practice, students refine their control over focus, organization, style, diction, and grammar, and use the revision process to achieve their writing goals. Students use University libraries to locate, evaluate, and apply scholarly sources. Some sections may focus on writing with and for new media. Some sections may include a service-learning component.
Style: 10% Lecture, 35% Discussion. Instructor-directed work on writing assignments, including one-to-one conferences.
Grading: 80% reports/papers, 20% class participation. Percentages may vary slightly by section. Class participation includes required in-class writing.

Writ 1512 Writing Studio II
A-F only, 1 credit(s);
Instructor: Taniguchi,Yuko
Description: Student may contact the instructor or department for information.

Writ 1512 Writing Studio II
A-F only, 1 credit(s);
Instructor: Lemer,Bronson John
Description: Student may contact the instructor or department for information.

Writ 3029W Business and Professional Writing
3 credit(s);Credit will not be granted if credit has been received for: ENGL 3029W;Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Practice writing for various professional purposes/audiences, using appropriate styles, tones, and organizational elements. Potential genres include proposals, reports, web content, email, executive summaries, job search portfolios. Attention to workplace collaboration and broader issues of professional literacy.

Writ 3101W Writing Arguments
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: STAFF
Description: Student may contact the instructor or department for information.

Writ 3152W Writing on Issues of Science and Technology
A-F only, 4 credit(s);
Instructor: STAFF
**Writ 3152W Writing on Issues of Science and Technology**
A-F only, 4 credit(s);
Instructor: Berkenkotter, Carol Ann
Description: Students read books and articles, discuss, and write about a major issues in science and technology. Instructors chose different topics which can include: DNA and the Human Genome; Animal/Human interaction; Global Warming; Alternative Energies; Animal / Human Cloning and Stem-Cell Research; Vaccines from Smallpox to AIDS, Why Civilizations Collapse, etc. This course is for non-specialists.

**Writ 3221W Communication Modes and Methods**
4 credit(s); Meets CLE req of Writing Intensive
Instructor: Graff, Richard J
Description: Serves as an introduction to the field of communication theory. Major topic areas include theories of language and non-verbal communication, models of relational communication, and reflections on differences between older and newer media or modes of communication (e.g., speaking vs. writing; conventional print vs. digital text). In addition to introducing the theories, the course seeks to develop competencies in evaluating and applying them in the analysis of communication in various contexts including face-to-face conversations, ongoing interpersonal relationships, and digitally mediated interactions.
Style: 40% Lecture, 50% Discussion, 10% Small Group Activities.
Grading: 75% reports/papers, 15% quizzes, 10% class participation.

**Writ 3244W Critical Literacies: How Words Change the World**
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Bruch Jr, Patrick Leonard
Description: Language as creating rather than simply describing "reality." Reading and writing as arenas of active human struggle over social group power. Techniques for analyzing, interpreting, and participating in the conversation of critical literacies.

**Writ 3257 Scientific and Technical Presentations**
3 credit(s);
Instructor: Armfield, Dawn M
Description: Student may contact the instructor or department for information.

**Writ 3257 Scientific and Technical Presentations**
3 credit(s);
Instructor: Kays, Trent M
Description: Student may contact the instructor or department for information.

**Writ 3291 Independent Study**
1-3 credit(s), max credits 6;
Instructor: STAFF
Description: Student may contact the instructor or department for information.

**Writ 3291 Independent Study**
1-3 credit(s), max credits 6;
Instructor: Volpe, Angelo V
Description:

**Writ 3315 Writing on Issues of Land and the Environment**
A-F only, 3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US
Instructor: STAFF
Description: Land in America as idea and as actual space. History of cultural values and the meanings land holds for us. Contrasting views of land, especially those of certain Native American peoples. Rise of the conservation movement and the urbanization of U.S. space.

**Writ 3361 Literature of Social Movements in the United States: 1950 to Present**
A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Literature
Instructor: STAFF
Description: Analysis of literature (fictional, nonfictional) of social movements in the United States in last half of 20th century. Artistic truth in relation to historical truth. Roles/obligations of citizens to protest/change social structures.

Writ 3361 Literature of Social Movements in the United States: 1950 to Present
A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Literature
Instructor: Schuster, Mary Lay
Description: This course focuses on six social movements in the last half of the twentieth century in order to demonstrate how literary analysis helps us understand the personal and political reasons why people become involved in social movements and how they express their arguments and ideologies within the public arena. It also focuses on how literary analysis helps us understand how and why authors and film makers have attempted to capture the events and the ideologies of these acts of protest and the responding acts of control. The course satisfies both a LE literature core requirement and a citizenship and public ethics theme requirement. Thus, the course investigates how these arguments and ideologies, these personal and political reasons, are represented in works of fiction (novels, drama, and film) and in memoirs and documentaries. The six social movements examined within the course are as follows: Civil Rights Movement, Women's Movement, Vietnam War Protests, AIDS Activism, Disability Movement, and Environmental Movement. Through class discussion and reading, we will identify the persuasive strategies involved in these movements (the rhetorical stances that people for and against the movement might take), the motivations for involvement and commitment on one side or the other, the public expression of these ideals and commitments, and the degree and kind of action taken. We then identify the literary expression of the ideals of each movement as interpreted by a novelist, playwright, documentary filmmaker, and/or popular filmmaker. One of the central questions of the course is why and how people tell stories about important social events—what choices they make in terms of plot, point of view, character, theme, and setting, and why they seem to make these choices to achieve the desired effects on the reader or viewer. The course also invites a critique of the success of these literary or visual efforts given the knowledge we have about the events depicted and the ideologies that drove the events or the historical and contemporary contexts. The other central question of the course is to assess how social movements function rhetorically to persuade and influence public debate and democratic political decision-making. Thus, course discussion and the take-home exams allow students to reflect upon the features of responsible citizenship.
Style: 100% Discussion.
Grading: 35% mid exam, 40% final exam, 15% quizzes, 10% in-class presentation.
Exam Format: The exams are take-home exams with two weeks given to complete them.

Writ 3371W Technology, Self, and Society
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Nichols, Capper
Description: In this course we will study the cultural history of technology, examining the ways machines and technical processes have impinged on and influenced people’s lives in the United States over the last two centuries. In the U.S. we have repeatedly re-organized our habits and thinking around new technologies, in an assimilative process most often described as “progress” a term with mostly positive connotations. Yet deep ambivalence has been a common response to technological advance. A new tool promises us a greater reach but also threatens familiar ways of living and thinking. Since any big technological development thus challenges the values of a culture, part of our work in this course will be to investigate the ethical dilemmas associated with innovation. In an effort to focus the large and unwieldy subject of technology, we will concentrate for much of the semester on three limited but still large categories?transportation, energy, and communication?all three of which have significantly influenced our experience of space and time in North America. Texts will include history, theory, literature, and film. You will be asked to complete all assigned readings, post to the course web log, participate in class discussions, write weekly essays in response to the readings, and give a presentation in class on a particular technology (of your choice).
Style: 20% Lecture, 80% Discussion.

Writ 3441 Editing, Critique, and Style
A-F only, 3 credit(s);
Instructor: Horvath, Barbara Ann
Description: In this course, students will increase their understanding of how language works and will learn to make choices about language, style, and punctuation to create messages that are clear, concise, and useful. The course emphasizes scientific and technical communication, but the skills learned can be applied to any communication situation. The emphasis in the course will be on creating documents that work for the people who will use them. Students will not only polish their grammar and punctuation skills, but they will also learn how to explain and justify changes they make in documents to the writers of those documents. Moreover, students will work with already created documents that need those editing skills to make the documents comprehensible and useful. Students will learn how to edit paper copy as well as electronic copy.

Writ 3511 Communication Methods
A-F only, 3 credit(s);
Instructor: Bruenger, Aaron Michael
Writ 3562W Technical and Professional Writing  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: STAFF  
Description: Upper division writing intensive course that includes written/oral communication in professional settings, gathering research, analyzing audience, assessing and practicing multiple genres. Students will draft, test, revise, and present findings in an oral presentation.  
Grading: 20% reports/papers, 10% quizzes, 45% written homework, 5% in-class presentation, 10% class participation, 10% other evaluation.

Writ 3562W Technical and Professional Writing  
A-F only, 4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Brasher, Stephen Harrison  
Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. By the end of the course you should be able to: --write effective memos and letters. --write instructions and conduct a user test. --Write a proposal that will help you define and manage a major project that includes a major report. --design and conduct interviews that will help you write a major report. --write a feasibility report. --design and edit a PowerPoint presentation. --edit your work and that of your classmates so that your writing is energetic, concise, and correct.  
Style: 100% Web Based.  
Grading: 15% class participation. See attached syllabus

Writ 3577W Rhetoric, Technology, and the Internet  
A-F only, 3 credit(s); Meets CLE req of Technology and Society; meets CLE req of Writing Intensive  
Instructor: Welsh, Joshua C  
Description: Student may contact the instructor or department for information.

Writ 3671 Visual Rhetoric and Document Design  
A-F only, 3 credit(s);  
Instructor: Logie, John  
Description: Student may contact the instructor or department for information.

Writ 3672W Project Design and Development  
A-F only, 3 credit(s); Meets CLE req of Writing Intensive  
Instructor: Moses, Joe  
Description: Students study, plan, research, design, and develop technical communication print documents, including documentation, brochures, and newsletters. Introduction to workplace project processes. Emphasizes developing production-quality documents.

Writ 3701W Rhetorical Theory for Writing Studies  
4 credit(s); Meets CLE req of Writing Intensive  
Instructor: Logie, John  
Description: Principles/history of rhetorical theory/criticism. Classical theories. Aristotle's Rhetoric applied to examples of contemporary communication. Relationship of classical theory to scientific discourse, technical communication.

Writ 4196 Internship in Scientific and Technical Communication  
A-F only, 3 credit(s);  
Instructor: STAFF  
Description: Internships sites may include the University, industry, or government agencies. Internship proposal, progress report, internship journal (optional), final report with letter from internship supervisor.

Writ 4431 Intersections of Scientific and Technical Communication and Law  
A-F only, 3 credit(s);  
Instructor: Schuster, Mary Lay  
Description: This course introduces students to the areas of the law that are relevant to science and technology as well as communication. These areas of the law include intellectual property, privacy, and health law. Such diverse topics as electronic surveillance, fair use in copyright, informed consent, file sharing, trademarks, forensic evidence in the courtroom, and patents will be covered. We discuss such acts and laws as The Wiretap Act, The Stored Communication Act, The Patriot Act and Electronic Surveillance Law and how the Fifth and Fourth Amendments affect such laws and acts. We start with a discussion of privacy as ?the right to be left alone? and what actions by business, government, and private
individuals constitute invasion of privacy as well as what limits are placed on the right of privacy. We then balance the
government?s need to support and encourage the development of technologies through patents, the expressions of ideas
through copyright, and the use of those technologies through trademarks with the desire of the individual creator to profit
from his or her invention. The final section of the course focuses on health law--how medical science and the law have
affected each other. We begin with a look at medical examiners, forensic pathologists, and psychiatrists as they first
entered the courtroom as experts. We look then at medical-product liability, medical evidence in the courtroom, and, such
concepts as at the right to refuse treatment, informed consent and malpractice suits, and ?property? rights as they pertain
to body parts and tissue samples. Students will read opinions and decisions in landmark and current cases to see what
values, precedents, and issues arise. Reading quizzes and take-home exams as well as class discussion constitute graded
work in the course. The course is designed to address the needs of students who seek employment in industry and
government where knowledge of legal issues is important, students who wish to go on to law school, and students who
have a general interest in science, technology, or the law. No prior knowledge of the law is necessary. All majors are
welcome!

Style: 100% Discussion.
Grading: 25% mid exam, 25% final exam, 15% quizzes, 25% additional semester exams, 10% class participation. Three
take-home essay exams are given. Students have two weeks to complete them.
Exam Format: Take-home exams--two weeks to complete

Writ 4501 Usability and Human Factors in Technical Communication
3 credit(s);
Instructor: Breuch, Lee-Ann Kastman
Description: Principles/concepts of human factors/usability testing. Developing test plan with research questions,
objectives, methods, and measures. Conducting web usability tests in Walter Library with Usability Lab Services. Writing
results reports and presenting findings to clients. Strong group component in the course lasting 10 weeks.
Style: 20% Lecture, 30% Discussion, 40% Small Group Activities, 10% Guest Speakers.
Grading: 20% final exam, 55% reports/papers, 10% written homework, 15% journal.
Exam Format: Short Essay

Writ 4573W Writing Proposals and Grant Management
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Ferguson, Jeanine
Description: Writing Proposals and Grant Management is designed for students in all disciplines. Its aim is to help you
secure funding from public and private funding agencies. Special attention will be paid to identifying and locating funding
sources, recognizing and addressing the interests of various audiences, as well as preparing persuasive and effective,
well-designed proposals. To that end, the course will familiarize you with everything from the language of grant writing to
hypotheses to search engines to evaluation designs to budgets to managing an award once it is funded. It is intended for
students at all levels as well as individual grantseekers and fundraisers. More specifics: This course is designed to help
you analyze audiences and situations and to help you develop your own set of strategies for successful proposal writing in
your field. In order to accomplish this, we will examine specific persuasive writing styles designed to meet the needs and
expectations of your readers (i.e., audience). Because writing situations often vary, we will focus on the rhetorical context of
each writing situation, that is, we will learn how to adapt writing formats to suit various audiences and purposes. In a more
general way, this class builds upon the skills you already have as a writer, need to fine tune, as well as, reorient in order to
persuade grant makers of the viability of your project; this includes analyzing the audience and purpose, developing and
arranging your material, effectively placing crucial information for maximum impact, and revising your work for clarity and
conciseness. While much of this work will be produced individually, you will also participate in numerous peer revision
conferences and you will write several assignments collaboratively with your classmates. Jeanine Ferguson, Phd, has
taught grant writing for all disciplines at the University of Minnesota since 1986, and since 1998 has worked in research
development securing support from the NIH, NSF, USDE, USDA, NEH, NEA, ARRA, HUD, DOE, corporate and foundation
sources, and the Department of Commerce to total roughly $200-million of support. She held research development
positions in CLA, CEHD, AHC, and Central Administration and holds frequent workshops for the Graduate School and
Office of Post-doctoral Affairs.

Writ 4662W Writing With Digital Technologies
A-F only, 4 credit(s); Meets CLE req of Writing Intensive
Instructor: Gurak PhD, Laura J
Description: Have you ever heard professors, your parents, or the media complaining about the "decline of writing" due to
texting and email? Have you ever found yourself in an awkward situation because the assumptions you made in a text or
Facebook posting were not the same interpretations made by your readers? Have you noticed changes in the way you
write as you have adopted new technologies in recent years? To some people, digital technologies are causing major
problems with writing. But what if, instead of bemoaning what is lost, we embrace the present by examining and developing
new practices for writing in a digital age? This class takes up this question in two ways. First, we will learn about the history
of communication technologies and read research about the relationships between our technologies and how we
communicate. In this context, we will do our own research on communication technologies old and new. Second, we'll put
these ideas into practice by writing with digital technologies: collaborating using Google docs; writing, designing, and
testing multi-modal instructions; researching, scripting, and recording podcasts and videos. We'll also learn about digital writing platforms such as content management, single-sourcing, and version control. Our focus will be on audiences (who are we writing for?) and purposes (why are we communicating?) and how technologies can help or hinder. Students will have the option to take tutorials in tools like Adobe Creative Suite and receive credit for this experience. Written communication has always been shaped by technology. In ancient Greece, Plato expressed concerns that the written word would influence how well people could memorize; later, in Europe, the printing press helped promote a shift in the power structures that governed who could write and publish. Tools from the telegraph to television and from to the earliest computer to today's wireless devices have continued to change the ways we write and communicate. Come join us for an engaging, interactive learning experience that offers both theory and practice to help us understand how we write in a digital age.

Writ 5052 Graduate Research Presentations and Conference Writing for Non-Native Speakers of English
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Holt, Sheryl Lynn
Description: Write 5052 helps you learn and practice strategies and specific skills for effective delivery of professional, graduate-level presentations to a U.S. audience. The course systematically and sequentially exposes you to the major principles and features of American professional presentations and provides ample opportunities to practice the language and content to most effectively deliver a dynamic presentation. This course uses an action-learning approach with a heavy emphasis on self-assessment and skill building through video demonstrations, videotaping, and coaching. Individual instruction and feedback will be given on videotaped (DVD) presentations and audio taped pronunciation exercises, as needed. Regular attendance, oral participation in classroom presentations and activities, written self-feedback and correction, and informal, impromptu presentations are expected. In addition, some exercises will be assigned for individual correction and informal, impromptu presentations are expected. In addition, some exercises will be assigned for individual

Writ 4664W Science Writing for Popular Audiences
A-F only, 3 credit(s); Meets CLE req of Writing Intensive
Instructor: Berkenkotter, Carol Ann
Description: Do you have a background in Journalism, English, or Science and like to write? Have you ever wondered about careers in writing about scientific topics for popular journals such as Natural History, Scientific American, or Audubon? The field of science news/ science communication is growing by leaps and bounds, and Writ 4664W is your introduction to the techniques and tips for entering this fascinating field. The course is designed to help you learn a variety of techniques that good science and medical journalists use. I will help you learn these techniques in two ways. First, we will examine how science writers translate complex technical concepts into everyday language for popular audiences. Secondly, we will read and discuss newspaper and magazine articles written by the best-known authors in science and health communication. We will also look at article formats in the popular science press, such as Natural History, Scientific American, and Audubon, and the NY Times Science Times. By the end of the semester you will have learned various writing strategies, news formats, and rhetorical techniques for good science writing through examining the articles of the best known professional science and medical journalists.

Writ 4995 Senior Project
A-F only, 1 credit(s);
Instructor: Breuch, Lee-Ann Kastman
Description: Student may contact the instructor or department for information.

Writ 5051 Graduate Research Writing Practice for Non-native Speakers of English
3 credit(s);
Instructor: Holt, Sheryl Lynn
Description: Graduate-level writing techniques/formats for summaries, critiques, research, and abstracts. Persuasion, documentation, structure, grammar, vocabulary, field-specific requirements. Writing through several drafts, using mentor in specific field of study. Revising/editing to meet graduate standards. Discussions.

Writ 5051 Graduate Research Writing Practice for Non-native Speakers of English
3 credit(s);
Instructor: Strain, Kimberley Ann
Description: WRIT 5051 is designed to help you with the types of scholarly writing you need to do in graduate school. The assignments utilize much of the writing you are already doing for coursework, field-specific articles you are reading for your graduate courses, and research you are already conducting to help you write up the work in an acceptable and polished form. The writing areas in this course focus on rhetorical position, definition of audience, presentation of theory, critiquing, and summarizing techniques. For research writing, we practice integrating secondary sources using paraphrasing, quoting, and documentation techniques that are acceptable at a U.S. university. The assignments may include summaries, critiques, abstracts, proposals, and parts of a thesis or dissertation. Particular attention will be given to clarity of grammar, sentence structure, clarity of expression, use of formal, academic language, and other cultural issues in your drafts.
Style: 20% Lecture, 25% Discussion. 45% Instructor-directed work on writing activities and assignments.
Grading: 80% reports/papers, 20% class participation. Percentages may vary slightly by section.

Writ 5052 Graduate Research Presentations and Conference Writing for Non-Native Speakers of English
3 credit(s);
Instructor: Holt, Sheryl Lynn
Description: WRIT 5052 helps you learn and practice strategies and specific skills for effective delivery of professional, graduate-level presentations to a U.S. audience. The course systematically and sequentially exposes you to the major principles and features of American professional presentations and provides ample opportunities to practice the language and content to most effectively deliver a dynamic presentation. This course uses an action-learning approach with a heavy emphasis on self-assessment and skill building through video demonstrations, videotaping, and coaching. Individual instruction and feedback will be given on videotaped (DVD) presentations and audio taped pronunciation exercises, as needed. Regular attendance, oral participation in classroom presentations and activities, written self-feedback and correction, and informal, impromptu presentations are expected. In addition, some exercises will be assigned for individual
practice for accent reduction, as needed. Students select their own field-specific topics for the presentations according to their areas of research or interests. Presentation practice may include skills for persuasive, topic-based, and research-based presentations. Limited discussion will also include writing abstracts for conferences and other writing related to professional presentations. Pronunciation activities and delivery strategies will be specific to non-native speakers of English including cultural analysis, audience awareness, cultural based delivery techniques, enunciation, stress and rhythm, pacing, volume, and non-verbal communication (eye contact, gestures, facial expressions).

**Style:** 35% Lecture, 35% Discussion. 65% Instructor-directed work on presentation activities and assignments including in-class presentations.

**Grading:** 10% written homework, 60% in-class presentation, 30% class participation. Percentages may vary slightly by section.

**Writ 5196 Internship in Scientific and Technical Communication**
- **S-N only, 3-6 credit(s), max credits 6, 1 completion allowed;**
- **Instructor:** STAFF
- **Description:** Student may contact the instructor or department for information.

**Writ 5270 Special Topics**
- **3 credit(s), max credits 9, 3 completions allowed;**
- **Instructor:** STAFF
- **Description:** Student may contact the instructor or department for information.

**Writ 5270 Special Topics: Writing for Publication**
- **3 credit(s), max credits 9, 3 completions allowed;**
- **Instructor:** Ross Jr, Donald
- **Description:** This is a workshop course for graduate students who wish to prepare their academic writing for publication. To some degree, it will be a motivational seminar. Along the way, we will discuss professional issues such as the goals, politics, and diplomacy of journal editors and conference organizers; the various roles of conference papers, book reviews, articles, and books; good practice and ethics; differences between course papers and articles, dissertations and books. You will do various exercises in writing abstracts, book reviews and notices, surveys of literature, and introductions. Also, your work in progress will be both edited and (somewhat formally) reviewed during the term. Writing and rhetorical issues to be addressed include getting started, momentum, and knowing when to quit; writing in short segments, starting at the beginning or at the middle; the roles of narration, description, and other forms of exposition; developing and expanding content. While variations are possible, I think the course will go best if you focus on a single project. It will be better if you have a start on your topic; there just isn't enough time for you to do full research and write a paper in fifteen weeks. However, if your research is done or nearly so, it should work out for you to begin with your notes and access to your sources. It's just fine if you start with a paper from one of your previous courses (maybe one of those with "this is publishable" cryptically at the end). If all things work out, the official result will be for you to send out a publishable manuscript to an appropriate journal. As an alternative, you might wind up with a good draft of a dissertation chapter that you convey to your advisor. In past offerings of this course, students have come from Civil Engineering, Creative Writing, English, French, Geography, History, Luso-Brazilian Literature, and Music.

**Writ 5291 Independent Study, Reading, and Research**
- **1-3 credit(s), max credits 3, 1 completion allowed;**
- **Instructor:** STAFF
- **Description:** Student may contact the instructor or department for information.

**Writ 5775 The Rhetorical Tradition: Classical Period**
- **A-F only, 3 credit(s);**
- **Instructor:** Graff, Richard J
- **Description:** Rhetoric in the Classical world and recurring themes that constitute "the rhetorical tradition." Epistemological/ethical status and sociopolitical importance of ancient rhetorical training and discourse. Works by Isocrates, Plato, Aristotle, Cicero, Quintilian, and others.
- **Style:** 30% Lecture, 70% Discussion.
- **Grading:** 85% reports/papers, 15% class participation.

**Writ 8540 Seminar in Technical Communication and Composition Pedagogies: Public Discourse and the Transformation of Education**
- **A-F only, 3 credit(s), max credits 12, 4 completions allowed;**
- **Instructor:** Bruch Jr, Patrick Leonard
- **Description:** Student may contact the instructor or department for information.
Youth workers understand, sometimes intuitively, that ‘learning by doing’ makes sense, but why? What does ‘doing’ really mean? What is learned in youth work? What should be learned? Is all experience equally valid, moral, and educative? What is the difference between active learning and experiential learning? This course will explore the wide range of definitions given to experiential learning and will lay a sound theoretical foundation for understanding it, particularly in the practice of youth work and the field of youth studies. Students will practice applying experiential learning theory across contexts, paying particular attention to culture, class, geography, age, and the formal to informal education continuum.

Youth Development and Research 190 Peters Hall

YoSt 1001 Seeing Youth, Thinking Youth: Media, Popular Media, and Scholarship
3 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

YoSt 2241 Experiential Learning
4 credit(s);[1001, 2001] or instr consent Credit will not be granted if credit has been received for: YOST 5241;
Instructor: STAFF
Description: "The best thing for being sad," replied Merlyn, "...is to learn something. That is the only thing that never fails. You may grow old and trembling in your anatomy, you may lie awake at night listening to the disorder of our veins, ... you may see the world around you devastated by evil lunatics, or know your honor trampled in the sewers of baser minds. There is only one thing for it then - to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the thing for you." T.H. White, The Once and Future King Youth work is often described as ‘highly experiential’ and transformative. But what does that really mean? What is learning? What makes something transformative? When is learning emancipatory? When is it oppressive? Youth workers understand, sometimes intuitively, that ‘learning by doing’ makes sense, but why? What does ‘doing’ really mean? What is learned in youth work? What should be learned? Is all experience equally valid, moral, and educative? What is the difference between active learning and experiential learning? This course will explore the wide range of definitions given to experiential learning and will lay a sound theoretical foundation for understanding it, particularly in the practice of youth work and the field of youth studies. Students will practice applying experiential learning theory across contexts, paying particular attention to culture, class, geography, age, and the formal to informal education continuum.

YoSt 3001 Introduction to History & Philosophy of Youthwork
4 credit(s);
Instructor: STAFF
Description: Youthwork is constituted by families of philosophy, clusters of ideas and actions, understandings and ways of working. To some observers, the field may seem to be a clear center with fuzzy boundaries, while others could perceive the clusters and multiple centers, or even like a black hole, clusters without a center, even without boundaries. A more formal reading would show an emergent semi-profession, clusters with family resemblances, no two exactly alike. One reading of this is chaos, not a field because no center, periphery or order. Another view is developmental and contextual, arguing that all of these differences reflect the multiple combinations of related disciplines, professions, settings and young people? and that this is an appropriate mix at ?this stage of development.? Some argue that the field is about applied adolescent development, others that it is a craft orientation, others that there are identifiable praxes across the clusters and that there is much in common among these clusters. Some approach the study of the history and philosophy looking for, and then at, each cluster, seeking the ground of each, i.e. ?where it stands,? where it puts its feet. Others dismay at such metaphoric analysis and at the search for roots, standpoints and touchstones, arguing that the cluster of philosophy ? method ? setting ? youth is inextricable and these come together in time/place. This makes (no)sense to some who argue that a philosophy and science of youth must be antecedent to a practice philosophy to serve/guide/enhance/change youth; others take the opposite view. In some countries this is all worked-out and clear; in the United States it is not? WELCOME to the History & Philosophy of Youthwork! In everyday practice, none of this (may) matter(s) very much, except when concerning ethics (e.g. taking a kid home; sleeping with a client) and licensure and certification, thus pay scales and one?s pay. And when legal and professional responsibility are named, allocated and monitored. It may be reasonable to argue that youthwork in the US is not one field but many. A classification system in which one or the other type is one member class, i.e. that there is no family resemblance among these, only a phenotypic surface similarity, without common forbears. Or alternately, that all these are slight, relatively unimportant variations of the true single stock, the true youthwork model; that there is a youthwork which is found at a particular place/time and that it in effect birthed the many models and clusters. All of this may be relatively unimportant, even irrelevant, to every day practice and to those who work with youth, whatever they call themselves? youthworker, child and youth care worker, social pedagogue, teacher, coach, civic worker, youth advocate, social worker, or the like. But this is our concern and our subject? the history and philosophy, but of what? Youthwork!
YoSt 3032 Adolescent and Youth Development for Youthworkers
4 credit(s); 1001 or 2001 or 2002W or 2101, [any Psych or CPsy course]
Credit will not be granted if credit has been received for: YOST 5032;
Instructor: VeLure Roholt, Ross Ronald
Description: Student may contact the instructor or department for information.

YoSt 3101 Youthwork: Orientations and Approaches
4 credit(s);
Instructor: Billiet, Eric
Description: Student may contact the instructor or department for information.

YoSt 3240 Special Topics in Youth Studies
2-8 credit(s), max credits 10, 5 completions allowed; [Two social sci courses, exp working with youth] or instr consent
Credit will not be granted if credit has been received for: YOST 5240;
Instructor: STAFF
Description: This course is designed to give UMN students the opportunity to learn about Hmong history, family, community development, and youth development. The main purpose of this course is to focus on the everyday lives of Hmong youth and the challenges and/or obstacles they face growing up in their community. UMN Hmong professors and community leaders will be invited as guest lecture during the semester. By the end of the semester, students will know about Hmong history, community, family and everyday youth lives, and culture and traditions of being a young Hmong.

YoSt 3291 Independent Study in Youth Studies
1-9 credit(s), max credits 18;
Instructor: Stein, Jerome A
Description: Student may contact the instructor or department for information.

YoSt 3291 Independent Study in Youth Studies
1-9 credit(s), max credits 18;
Instructor: VeLure Roholt, Ross Ronald
Description: Student may contact the instructor or department for information.

YoSt 3291 Independent Study in Youth Studies
1-9 credit(s), max credits 18;
Instructor: Billiet, Eric
Description: Student may contact the instructor or department for information.

YoSt 3291 Independent Study in Youth Studies
1-9 credit(s), max credits 18;
Instructor: Johnston-Goodstar PhD, Katie
Description: Student may contact the instructor or department for information.

YoSt 3291 Independent Study in Youth Studies
1-9 credit(s), max credits 18;
Instructor: Baizerman, Michael Leon
Description: Student may contact the instructor or department for information.

YoSt 4196 Youthwork Internship
4 credit(s);
Instructor: STAFF
Description: Student may contact the instructor or department for information.

YoSt 4314 Theater Activities in Youthwork and Education
2 credit(s); 1001 or 2101
Credit will not be granted if credit has been received for: YOST 5314;
Instructor: Mandell, Janice L
Description: Hands-on introduction to methods and principles of theatre work with youth based on theories of experiential learning and improvisational theatre techniques. This class is designed to enhance the creativity and imagination of youth workers and educators. The major emphasis is to teach students participatory activities they can use to promote personal, social, intellectual, and artistic growth of adolescents. The role of theatre activities in youth work and education is integrated into course content and process. Information is explored, as well as methods of planning, leading, applying, and evaluating their use in a variety of settings. For each setting, key issues, questions, and challenges are examined. Current
literature and program models are explored. Educational theories and theories of adolescent development are integrated into course content and process. Information is presented through active participation, discussion, videotapes, guest artists, and workshops with high school students participating with adult university students. No experience in theatre is necessary.

YoSt 4401W Young People's Spirituality and Youthwork: An Introduction
4 credit(s); 1001 or 2002W or instr consent Credit will not be granted if credit has been received for: YOST 5401; Meets CLE req of Writing Intensive
Instructor: STAFF
Description: The purpose of this course is to explore at a beginning level the topic of spirituality and young people and its importance to youthwork practice. Typically, the spiritual experiences of young people have been the province of religious instruction or faith-based youthwork. Faith and spirituality have been increasingly accepted as actual and necessary aspects of healthy youth development. Youth workers need not be employed by or volunteers in a faith based group or organization to bring increased awareness of spirituality to their youthwork. The range and extent of current research on adolescent spirituality has grown substantially over the past ten years. The popularity of the conversation across disciplines in the academy raises critical issues for practitioners. How will new research findings confirm or challenge their experience? How will new research impact everyday practice? This course enters the spaces of social, political, cultural, and religious institutions and practices, illuminating issues, topics, problems, and concerns for those who work with youth directly and or on their behalf. We will consider what youthwork practices are most respectful of, and best able to facilitate spiritual development of young people in their everyday lives. As an undergraduate writing intensive course, all undergraduate students will be expected to write frequently and use a variety of writing styles: autobiographical, journal/book critique, essay, field mapping/observation notes, and a synthesis project. This course is intended to build a foundation for further study about the spirituality of young people and youthwork in diverse settings.

YoSt 4411 Youth Research and Youth Program Evaluation
4 credit(s);
Instructor: Baizerman, Michael Leon
Description: Student may contact the instructor or department for information.

YoSt 5032 Adolescent and Youth Development for Youthworkers
4 credit(s);[1001 or 2001 or 2002W or 2101], [any Psych or CPsy course] Credit will not be granted if credit has been received for: YOST 3032;
Instructor: VeLure Roholt, Ross Ronald
Description: The purpose of this course is to prepare youthwork students and youthwork professionals, at a beginning level, to use developmental theory to inform their work with young people. The course provides an opportunity for youthworkers to understand the power and importance of the theories of human development and to reflect on their application in everyday youthwork practice. Students will explore theories of adolescent and youth development and read case studies about the everyday lives of young people to practice applying the theory.
Style: 10% Film/Video, 60% Discussion, 20% Small Group Activities, 10% Student Presentation.
Grading: 15% mid exam, 50% reports/papers, 5% attendance, 10% in-class presentation, 10% class participation.

YoSt 5240 Special Topics in Youth Studies: Collective Impact & Youth: Applic's & Implications
3 credit(s), max credits 40, 5 completions allowed; Two social sci courses, exper working with youth or instr consent Credit will not be granted if credit has been received for: YOST 3240;
Instructor: Blyth PhD, Dale A
Description: Student may contact the instructor or department for information.

YoSt 5291 Independent Study in Youth Studies
1-8 credit(s), max credits 16;
Instructor: Stein, Jerome A
Description: Student may contact the instructor or department for information.

YoSt 5291 Independent Study in Youth Studies
1-8 credit(s), max credits 16;
Instructor: VeLure Roholt, Ross Ronald
Description: Student may contact the instructor or department for information.

YoSt 5291 Independent Study in Youth Studies
1-8 credit(s), max credits 16;
Instructor: Johnston-Goodstar PhD, Katie
Description: Student may contact the instructor or department for information.
YoSt 5291 Independent Study in Youth Studies  
1-8 credit(s), max credits 16;  
Instructor: Baizerman, Michael Leon  
Description: Student may contact the instructor or department for information.

YoSt 5314 Theatre Activities in Youthwork and Education  
2 credit(s); 1001 or 2101 Credit will not be granted if credit has been received for: YOST 4314;  
Instructor: Mandell, Janice L  
Description: Hands-on introduction to methods and principles of theatre work with youth based on theories of experiential learning and improvisational theatre techniques. This class is designed to enhance the creativity and imagination of youth workers and educators. The major emphasis is to teach students participatory activities they can use to promote personal, social, intellectual, and artistic growth of adolescents. The role of theatre activities in youth work and education is integrated into course content and process. Information is explored, as well as methods of planning, leading, applying, and evaluating their use in a variety of settings. For each setting, key issues, questions, and challenges are examined. Current literature and program models are explored. Educational theories and theories of adolescent development are integrated into course content and process. Information is presented through active participation, discussion, videotapes, guest artists, and workshops with high school students participating with adult university students. No experience in theatre is necessary.

YoSt 5401 Young People's Spirituality and Youthwork: an Introduction  
A-F only, 4 credit(s); [2001, one course each in [Anth, Soc, CPsy]] or instr consent Credit will not be granted if credit has been received for: YOST 4401W;  
Instructor: STAFF  
Description: Student may contact the instructor or department for information.

YoSt 5954 Experiential Learning: Pedagogy for Community and Classroom  
3 credit(s);  
Instructor: Ross PhD, Terrance Kwame  
Description: Student may contact the instructor or department for information.

This information is subject to change. Access the most current information in the online Course Guide at http://onestop.umn.edu. IMPORTANT: Before you attend the first class, verify the room location in the online Class Schedule.